Index

# Application for Investment Permit

# In YANGON

## " Private Education Using International Curriculum"

## ChangeU Myanmar International College Company Limited

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CHANGE U
School of Continuing & Professional Education

**ChangeU Myanmar International College Co., Ltd.**
Area A, A-03-04, Golden City Business Centre,Golden City, Yankin Township,
Yangon, Myanmar Phone: +95(9)265733863

သို့
အတွင်းရေးမှူး
မြန်မာနိုင်ငံရင်းနှီးမြှုပ်နှံမှုကော်မရှင်
ရန်ကုန်မြို့

ရက်စွဲ ။ ။ ၂၀၁၈ ခုနှစ်၊ ဒီဇင်ဘာလ (၁၀)ရက်

အကြောင်းအရာ ။ ။ ChangeU Myanmar International College Co., Ltd. ၏ **လိုအပ်ချက်များ ပြင်ဆင်ခြင်းနှင့် လုပ်ငန်းသဘာဝ ရှင်းလင်းတင်ပြခြင်း။**

၁။ အထက်ဖော်ပြပါ ကိစ္စနှင့်စပ်လျဉ်း၍ ကျွန်တော်များ ကုမ္ပဏီသည် ဟောင်ကောင်နိုင်ငံမှ ChangeU Education Asia Pacific Holding Ltd. မှ ပညာရေးဝန်ဆောင်မှုဖြစ်သော (100%) ရင်းနှီးမြှုပ်နှံ၍ ကောလိပ်ကျောင်းတစ်ခု တည်ထောင်သော လုပ်ငန်းတစ်ခု ဖြစ်ပါသည်။

၂။ ကျွန်တော်များ ယခုဖွင့်လှစ်မည့် ကျောင်း၏ တည်နေရာမှာ ရန်ကုန်မြို့၊ ကမာရွတ်မြို့နယ်၊ ပြည်လမ်း၊ Junction Square တိုက်အမှတ် (၄)၊ (၃) ထပ်နှင့် (၄) ထပ်တွင် အဆင့်မြင့် ပြင်ဆင်ထားပြီး ကျောင်းအင်္ဂါ ရပ်များနှင့်အညီ သပ်ရပ်စွာ ထားရှိမည်ဖြစ်ပါသည်။

၃။ ကျွန်တော်များ ကုမ္ပဏီ၏ ကောလိပ်ကျောင်းတွင် အောက်ပါ ဘာသာရပ်များကို အဓိက သင်ကြားပေးမည် ဖြစ်ပါသည်။

1. ABE (UK) — Level 4,5,6 and Single subject Diplomas
2. ACCA — Part – 1,2,3
3. English Courses — (a) IELTS
   (b) Business English
   (c) General English (4 skills)
   (d) Conversation Class (စကားပြောအင်္ဂလိပ်စာ) တို့ဖြစ်ပါသည်။

၄။ အထက်ဖော်ပြပါ ဘာသာရပ်များကို သင်ကြားရာတွင် မြန်မာနိုင်ငံသားကလေး(၁၀)တန်းအောင် အနေဖြင့် ABE (UK) Level – 4 မှ စတင်၍ တက်ရောက်နိုင်ပါသည်။ Level (4, 5, 6) ပုံမှန်ကျောင်းသားဆိုလျှင် (၁)နှစ်စီတက်ရောက်ရပါမည်။ မြန်မာနိုင်ငံ တက္ကသိုလ်ပထမနှစ်နှင့် ABE (UK) Level (4) နှင့် ညီမျှနိုင်ပါသည်။ ဒါ့အပြင် ABE UK အသိအမှတ်ပြု Single Subject Diplomas များဖြစ်သော (Sales and Marketing, HR, Finance) ဘာသာရပ်များကိုလည်း

သင်ကြားပေးသွားဦးမည် ဖြစ်ပါသည်။

၅။ ACCA ဘာသာရပ်ကို LCCI (1,2,3) အောင်မြင်ပြီးဖြစ်စေ၊ စာရင်းကိုင် (Account) အခြေခံရှိလျှင် ဖြစ်စေ၊ တက်ရောက်နိုင်မည်ဖြစ်ပါသည်။

၆။ (က) အင်္ဂလိပ်စာဘာသာရပ် သင်တန်းများကို သင်ကြားရာ၌ အင်္ဂလိပ်စာ အခြေခံကောင်းများကို ရစေချင်သောအားဖြင့် အဓိက ရည်ရွယ်ပါသည်။ ကျွန်တော်များ ကောလိပ်တွင် Placement test ဖြေဆိုနိုင်ပြီး မည်သည့် Level တွင်မဆို တက်ရောက်နိုင်မည်ကို အခမဲ့ စာမေးပွဲ စစ်ဆေးပေးပါမည်။ ထိုသို့ အင်္ဂလိပ်စာ အရည်အသွေး ပိုမိုကောင်းမွန်စေရန် အတွက် British Council တွင် ဖြေဆိုရမည့် IELTS စာမေးပွဲအတွက် ပြင်ဆင်ရေး သင်တန်းများနှင့် အခြေခံများကို သင်ကြား လေ့ကျင့်ပေးပါမည်။ ထိုသို့ တက်မြောက် အောင်မြင်ခဲ့လျှင် အလုပ်အကိုင် အခွင့်အလမ်းကောင်း များစွာရရှိမည်ဖြစ်ပါသည်။

(ခ) Business English ကိုလည်း လူငယ်များ၏ အလုပ်အကိုင် အခွင့်အလမ်းကောင်းများ ရရှိစေရန် ရည်ရွယ်ပြီး တတ်မြောက်ကျွမ်းကျင်အောင် သင်ကြားလေ့ကျင့်ပေးပါမည်။

(ဂ) General English (4) Skill; Listening, Speaking, Reading, Writing စသည်များ အားကောင်းလာစေရန် သင်ကြားလေ့ကျင့်ပေးမည်ဖြစ်ပါသည်။

(ဃ) Conversation English Class စကားပြောအင်္ဂလိပ်စာကိုလည်း တတ်မြောက်အောင် သင်ကြားလေ့ကျင့်ပေးမည်ဖြစ်ပါသည်။

သို့ဖြစ်ပါ၍ ကျွန်တော်များဖွင့်လှစ်မည့် ကောလိပ်ကျောင်း၏ လုပ်ငန်းသဘောသဘာဝကို ရှင်းလင်းတင်ပြပြီး ခွင့်ပြုပေးပါရန် လေးစားစွာဖြင့် တင်ပြအပ်ပါသည်။

Mr. Lau Kim Fung
Director
Change U Myanmar International
College Co., Ltd.

(Stamp: Myanmar International College — Co.,Reg.No. 10001633)

လေးစားစွာဖြင့်

(Signature)

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သို့

အတွင်းရေးမှူး

မြန်မာနိုင်ငံရင်းနှီးမြှုပ်နှံမှု ကော်မရှင်

ရက်စွဲ - ၂၀၁၈ ခုနှစ်ဒီဇင်ဘာလ(၁၂)ရက်

အကြောင်းအရာ ။ ။ ChangeU Myanmar International College Co; Ltd မှ Private Education Service including Higher Education လုပ်ငန်းဆောင်ရွက်ခွင့်ပြုပါရန် အတွက် လိုအပ်သည်များ တင်ပြ အစီရင်ခံခြင်း

ရည်ညွှန်းချက် ။ ။ MIC ရုံးတက် ( ၁၁ - ၁၂ -၂၀၁၈ )ရက်စွဲပါစာအမှတ်အရ က - ၅ ( အ ) / ခ - ၀၂၃/ ၂၀၁၈ ( ၄၂၇ )

အထက်ဖော်ပြပါကိစ္စ နှင့်စပ်လျဉ်း၍ ကျွန်တော်များ ကုမ္ပဏီ၏ပညာရေးဝန်ဆောင်မှု လုပ်ငန်းအတွက် လိုအပ်သည်များကို အောက်ပါအတိုင်း ပူးတွဲ တင်ပြအပ်ပါသည်။

( က ) သင်ကြားမှုပုံစံနှင့် Plan အားဖော်ပြအစီရင်ခံခြင်း

ကျွန်တော်များ ကျောင်းအနေဖြင့် အောက်ပါဘာသာရပ်များကို သင်ကြားပေးပါမည်။

( 1 ) ABE UK ( Association of Business Executives from UK )

UK နိုင်ငံမှ အသိအမှတ်ပြု စီးပွားရေးဆိုင်ရာ စီမံခန့်ခွဲမှု ဒီပလိုမာဖြစ်သည့် ABE Diploma တွင် Levels ၃ မျိုးရှိပြီး အတန်းတိုင်းတွင် မိမိသင်ကြားလိုသော အထူးပြု ဘာသာရပ်တစ်မျိုးကို ရွေးချယ်၍ ChangeU တွင် သင်ယူနိုင်မည်ဖြစ်ပါသည်။

- Business Management
- Business Management and Human Resource ( HR )
- Business Management and Marketing တို့ဖြစ်ပါသည်။

ဒါ့အပြင် ABE UK အသိအမှတ်ပြု Single Subject Diplomas ဖြစ်သော (Sales and Marketing, HR, Finance) ဘာသာရပ် များလည်း သင်ကြားပေးသွားဦးမည် ဖြစ်ပါသည်။

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( 2 ) ACCA ( The Association of Chartered Certified Accountants )

ကမ္ဘာ့ နိုင်ငံတစ်ဝှမ်းတွင် အသိအမှတ် ပြုထားသည့်အပြင် မိမိဘဝအတွက် ခိုင်မာသော ရပ်တည်မှု တစ်ခု ဖြစ်လာရေး အတွက် အထောက်အပံ့ ပေးနေသော Professional Accounting နှင့် ဘဏ္ဍာရေး၊ ငွေကြေးစီမံခန့်ခွဲရေးအပိုင်းတွင် လုပ်ကိုင်လိုသူများအတွက် အသင့်တော်ဆုံးသော UK မှ Qualification " ACCA " အတန်းများကို Change U တွင်သင်ကြားနိုင်မည်ဖြစ်ပါသည်။

- Knowledge ( F1, F2, F3 papaers )
- Skills ( F4, F5, F6, F7, F8, F9 papers )
- Essentials ( P1, P2, P3 papers )
- Options ( P4, P5, P6, P7 papers )

( 3 ) English Language

IELTS ( The International Language Testing System )

နိုင်ငံခြားကျောင်းများတက်ရောက်ရန် IELTS Band Scores ကောင်းကောင်း ရလိုသူများ၊ အလုပ်အကိုင် အခွင့် အလမ်းကောင်း ရလိုသူများ English ဘာသာစကားတိုးတက်စေရန် လေ့လာလိုသူများအတွက် ChangeU IELTS Class ...

- Qualified English Teachers
- Expected Band Scores
- Free English Placement Test

Business English

လုပ်ငန်းခွင်တွင် သာမန် English ဘာသာစကားတတ်နေရုံဖြင့် မလုံလောက်ဘဲ Business English ကိုကျွမ်းကျင်တတ်မြောက်နိုင်မှသာလျှင် အလုပ်အကိုင် အခွင့်အလမ်းအတွက် အောင်မြင်မှုများ ရရှိစေမည် ဖြစ်သည့် ChangeU Business English.

EAP ( English for Academic Purposes )

နိုင်ငံခြားတက္ကသိုလ်ဆက်တက်ရန် ရည်မှန်းထားသူများ၊ Management Studies နှင့် ပတ်သက်သည့် သိသင့်သိထိုက်သော အသုံးအနှုန်း၊ အခေါ်အဝေါ်သိလိုသူများ၊ Assignment Research နှင့် Thesis တို့ကိုစနစ်တကျ ရေးသားလိုသူများအတွက် အထူးသင့်လျော်သော ChangeU EAP Courses.

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ESP ( English for Specific Purpose )

မိမိလျှောက်လုပ်လိုသော Professional တစ်ခုတွင် English ဘာသာစကားကို ကျွမ်းကျင်စွာ လေ့လာအသုံးပြုလိုသူများအတွက် Change U ESP Course.

( ၁ ) အချိန်ပိုင်းဆရာ၊အမြဲတမ်းဆရာများနှင့် အမြဲတမ်းခန့်ဝန်ထမ်းများ အရေအတွက်နှင့်လုပ်ခလစာမှာ

ဆရာများ - ၂၀ ဦး

အမြဲတမ်းခန့်ဝန်ထမ်း - ၃၂ ဦး

အသေးစိတ်တွက်ချက်မှုပူးတွဲပါရှိပါသည်။

Mr. Lau K?a Fung
Director
Change U Myanmar International
College Co., Ltd.

Change U Myanmar International College Ltd.
Co.,Reg No. 10001633

လေးစားစွာဖြင့်

Form 2 – CU /MIC / 001 (a)

To,

**Chairman**

**Myanmar Investment Commission**

Reference No. CU/MIC/001(a)

Date: 31 October 2018

I do apply for the permission to make investment in the Republic of the Union of Myanmar in accordance with the Section 36 of the Myanmar Investment Law by furnishing the following particulars:-

1. The Investor's:-

| | | |
|---|---|---|
| (a) | Name | MR.LAU KIM FUNG |
| (b) | Father's Name | |
| (c) | ID No./National Registration Card No./ Passport No. | Passport No. KJ0518446 |
| (d) | Citizenship | CHINESE |
| (e) | Address: | |
| | (i) Address in Myanmar | Area A, A-3-04, Golden City Business Center, Yankin Township, Yangon. |
| | (ii) Residence abroad | Room 803, Unit #1, Block #1, Jade City, Phrase 5, Hua Run Road, Jinjang District, Chengdu, Sichuan Province, China. |
| (f) | Phone/ Fax | 09-265733863 |
| (g) | E-mail Address | lkfwilliam@gmail.com |
| (h) | Name of principle organization | ChangeU Education Asia Pacific Holding Limited |
| (i) | Type of Business | Providing Private Education Services Including Higher Education |
| (j) | Principle Company's address | No.161, Wai Yip Street, Unit 1802, 18/F Tamson Plaza, Kwun Tong, Kowloon State, HongKong |

2. If the investment business is formed under Joint Venture, partner's:-

| | | |
|---|---|---|
| (a) | Name | |
| (b) | Father's name | |
| (c) | ID No./ National Registration Card No./ Passport No. | |

(d) Citizenship ____________________

(e) Address: ____________________

(i) Address in Myanmar ____________________

(ii) Residence abroad ____________________

(f) Parent Company ____________________

____________________

(g) Parent Company's Address ____________________

____________________

**Note:** The following documents need to be attached according to the above paragraph (1) and (2):-

(1) Company registration certificate (copy);

(2) National Registration Card (copy) and passport (copy);

(3) Evidences about the business and financial conditions of the participants of the proposed investment business;

3. If the investor don't apply for permission to make investment by himself/herself, the applicant;

(a) Name MR.LAU KIM FUNG

(b) Name of Contact Person ____________________
(if applicable is business organization

Remark: To submit the official letter of legal representative as attachment

(a) ID No./ National Registration Card No./ Passport No. KJ0518446
Passport No.

(b) Citizenship CHINESE

(c) Address in Myanmar Area A, A-3-04, Golden City Business Center, Yankin Township, Yangon.

(d) Phone / Fax 09-265733863

(c) Email lkfwilliam@gmail.com

4. Type of proposed investment business:- Providing Private Education Services Including Higher Education

5. Types of Business organization to be Formed:-

☑ One Hundred Percent ☐ Joint Venture (To attach the draft of JV agreement)

Type of Contractual basis (To attach contract (agreement) draft)

6. List of shareholders

| No | Name of Shareholder | Citizenship | Share Percentage |
|---|---|---|---|
| 1. | ChangeU Education Asia Pacific Holding Limited | HONGKONG | 100% |
| | | | |
| | | | |

7. Particulars of Company incorporation

(a) Authorized Capital USD 1,000,000

(b) Types of Share ORD

(c) Number of Shares 10,000

**Note:** Memorandum of Association and Articles of Association of the Company shall be submitted with regard to above paragraph 7.

Annex 2.5 – Current MOA & AOA

8. Particulars of Paid-up Capital of the investment business Kyat/ US $

(a) Amount/percentage of local capital to be contributed -

(b) Amount/percentage of foreign capital to be contributed US$1,000,000

Total US$1,000,000

Exchange rate: 1 USD = MMK

(c ) Annually or period of proposed capital to be brought in

Within Five Year from receiving investment permit

( d ) Value /Amount of investment

$1,000,000

( e ) Investment period 10 years

(f) Construction/ Preparation period Preparation Period – 1 year

**Note:** Describe with annexure if it is required for the specific condition in regard to the above Paragraph 8 (e).

9. Detailed list of foreign capital to be brought in -

| **Company Level** | **Foreign Currency** | **Equivalent Kyat** |
|---|---|---|
| (a) Foreign currency (Type and Value) | $1,000,000 | |
| (b) Machinery and equipment (to enclose detailed list) | | |
| ( c) The value of initial raw materials and other similar materials (to enclose detailed list) | | |
| ( d) Value of license, intellectual property, industrial design, trade mark, patent, etc. | | |
| (e ) Value of technical know-how | | |
| **Total** | **$1,000,000** | |

**Remark:** The evidence of permission shall be submitted for the above paragraph 9 (d) and (e).

10. Details of local capital to be contributed –

| | **Kyat** |
|---|---|
| (a) Amount | Nil |
| (b) Value of machinery and equipment (to enclose the detailed list) | |
| (c) Value or rental rate of land and buildings | |
| (d) Cost of building construction | |
| (e) Value of furniture and assets (to enclose the detailed list) | |
| (f) Value of initial raw material (to enclose the detailed list) | |
| (g) Others | |
| **Total** | Nil |

11. Particulars of Loans-

☐ Loan (local) Nil Kyat(s)

US$

☐ Loan (abroad) Nil US$

12. Particulars about the Investment Business –

(a) Investment Location(s)/ place 3rd and 4th Floor of Building 4, Junction Square, Pyay Road, Kamayut Township, Yangon, Myanmar.

(b) Type and area requirement for land or land and building

(i) Location Yangon

(ii) Area and number of land/building 3332 Sq-ft (3rd & 4th Floor)

(iii) Owner of the land

(aa) Name/company/department Daw Khin Myo That

(bb) National Registration Card No. 12/LaKaNa (N) 120350

(cc) Address No.6, 2nd Street of Myayamon Kantharya Housing, Kyipwayai ward, Thingankyun Township, Yangon.

(iv) Type of Land Land Lease

(v) Period of land lease contract 60 Years

(vi) Lease Period Sep 2018 to Aug 2019

(vii) Lease rate

(aa) Land Nil

(bb) Building $ 4250 (3rd & 4th) Floor per month

(viii) Ward

(ix) Township Kamaryut

(x) State / Region Yangon

(xi) Lessee

(aa) Name/ Name of Company/ Department ChangeU Myanmar International College Company Limited

(bb) Father's Name Nil

(cc) Citizenship Incorporated in Myanmar

(dd) ID No./Passport No. Certificate of Incorporation No.100021633

(ee) Residence Address Area A, A-3-04, Golden City Business Center, Yankin Township, Yangon.

**Note:** The following documents have to be enclosed for above Paragraph 12 (b)

**(i)** to enclose land ownership and ownership evidences (except industrial zone) and land map;

**(ii)** land lease agreement(draft);

(c) Requirement of building to be constructed; Nil

(i) Type/ Number of Building Nil

(ii) Area

(d) Annual products to be produced/ Services USD 500,000

(e) Annual electricity requirement 1852 units

(f) Annual Requirement of water supply 285 units

13. Detailed information about financial standing-

(a) Name/company's name ChangeU Myanmar International College Limited

(b) ID No./ National Registration Card No./ Company Registration No. 100021633

Passport No.

(c) Bank Account No. N/A

**Remark:** To enclose bank statement from resident country or annual audit report of the principle company with regard to the above paragraph 13. 14.

14. List of Employment:-

| Item | Designation /Rank | Citizen | Foreign | Total |
|---|---|---|---|---|
| a | Senior management (Managers, Senior officials) | | 1 | 1 |
| b | Other management (Except from Senior management) | 10 | | 10 |
| c | Professionals | 2 | - | 2 |
| d | Technicians | 20 | 2 | 22 |
| e | Advisors | 1 | | 1 |
| f | Skilled Labour | 8 | | 8 |
| h | Workers | 8 | | 8 |
| **Total** | | 49 | 3 | 52 |

The following information shall be enclosed: -

(i) Social security and welfare arrangements for all employees;

(ii) Evaluation of environmental impact arrangements

15. Describe whether other Applications are being submitted together with the Proposal or not:

- Land Rights Authorization Application — No
- Tax Incentive Application — Yes

16. Describe with annexure the summary of proposed investment.

Signature of the applicant

Name: Mr.Lau Kim Fung
Title:
Department /Company
(Seal/Stamp)
Date:

The following information shall be enclosed: -

(i) Social security and welfare arrangements for all employees;

(ii) Evaluation of environmental impact arrangements

15. Describe whether other Applications are being submitted together with the Proposal or not:

- Land Rights Authorization Application No
- Tax Incentive Application Yes

16. Describe with annexure the summary of proposed investment.

Signature of the applicant

Name: Mr.Lau Kim Fung
Title:
Department /Company
(Seal/Stamp)
Date:

5. Number of employees to be appointed:

(a) Local ___49___

(b) Foreign (Expert/ Technician) ___3___

6. Please specify the detailed list of foreign capital (Capital in-Cash and Capital in-Kinds) in Kyat and US$:

(a) Capital in-cash to be brought in ___US$ 1,000,000___

(b) Capital in-kind to be brought in ___-___

**Note**: The investor may request the Commission to refrain from publishing commercial-in-confidential information of its investment.

**Undertaking**

I / We hereby declare that the above statements are true and correct to the best of my/our knowledge and belief.

I /We fully understand that proposal may be denied or unnecessarily delayed if the applicant fails to provide required information to access by Commission for issuance of permit.

I/We hereby declare to strictly comply with terms and conditions set out by the Myanmar Investment Commission.

Signature of the applicant

Name: Mr. Lau Kim Fung
Title:
Department /Company
(Seal/Stamp)
Date:____________

Annex 2.1

# ကုမ္ပဏီမှတ်ပုံတင်လက်မှတ်

# Certificate of Incorporation

**CHANGE U MYANMAR INTERNATIONAL COLLEGE COMPANY LIMITED**

Company Registration No. 100021633

မြန်မာနိုင်ငံကုမ္ပဏီများဥပဒေ၂၀၁၇ အရ

**CHANGE U MYANMAR INTERNATIONAL COLLEGE COMPANY LIMITED**

အား ၂၀၁၈ ခုနှစ် ဩဂုတ်လ ၆ ရက်နေ့တွင်

အစုရှယ်ယာအားဖြင့် တာဝန်ကန့်သတ်ထား သည့် အများနှင့်မသက်ဆိုင်သောကုမ္ပဏီ

အဖြစ် ဖွဲ့စည်းမှတ်ပုံတင်ခွင့်ပြုလိုက်သည်။

This is to certify that

**CHANGE U MYANMAR INTERNATIONAL COLLEGE COMPANY LIMITED**

was incorporated under the Myanmar Companies Law 2017 on 6 August 2018 as a Private Company Limited by Shares.

ကုမ္ပဏီမှတ်ပုံတင်အရာရှိ

Registrar of Companies

ရင်းနှီးမြှုပ်နှံမှုနှင့်ကုမ္ပဏီများညွှန်ကြားမှုဦးစီးဌာန

Directorate of Investment and Company Administration

中華人民共和國香港特別行政區
HONG KONG SPECIAL ADMINISTRATIVE REGION, PEOPLE'S REPUBLIC OF CHINA

護照 PASSPORT

類別 / TYPE: P

簽發國代碼 / CODE OF ISSUING STATE: CHN

護照號碼 / PASSPORT NO.: KJ0518446




姓 / SURNAME
劉 / LAU

名 / GIVEN NAMES
劍峰 / KIM FUNG

國籍 / NATIONALITY
CHINESE

性別 / SEX
M



出生日期 / DATE OF BIRTH
11 FEB 82

出生地點 / PLACE OF BIRTH
GUANGDONG

簽發日期 / DATE OF ISSUE
11 JUN 16

有效期至 / DATE OF EXPIRY
11 JUN 26

簽發機關 / AUTHORITY
香港特別行政區入境事務處
IMMIGRATION DEPARTMENT, HONG KONG SPECIAL ADMINISTRATIVE REGION

P<CHNLAU<<KIM<FUNG<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<

KJ05184469CHN8202110M2606118<V0568538<<<<<62

Annex 2.1

Annex 2.1



**Change U Myanmar International College**

*Zone A-03-04, Golden City Business Centre, Golden City, Yankin Township, Yangon, Myanmar*

# Balance Sheet

As of 2018/10/31

| | |
|---|---|
| Assets | |
| Fixed Asset | |
| Fixed Asset | $49,478.89 |
| Total Fixed Asset | $49,478.89 |
| Cash at Bank | |
| CB Bank - MMK | $30,387.99 |
| CB Bank - USD | $26,843.63 |
| Total Cash at Bank | $57,231.62 |
| Cash in hand | |
| Cash in hand MMK | $6,561.72 |
| Total Cash in hand | $6,561.72 |
| Other Receivable & Prepayment | |
| Other Receivable -Lwan Moe Thu | $5,000.00 |
| Acc Amortization Rental fees | $15,950.00 |
| Total Other Receivable & Prepayment | $20,950.00 |
| Total Assets | $134,222.23 |
| Liabilities | |
| Net Assets | $134,222.23 |
| Equity | |
| Paid Up Capital | $150,000.00 |
| Current Earnings | ($15,777.77) |
| Total Equity | $134,222.23 |

Change U Myanmar International College

*Zone A-03-04, Golden City Business Centre, Golden City, Yankin Township, Yangon, Myanmar*

# Profit & Loss Statement

2018/8/1 through 2018/10/31

| | |
|---|---|
| Income | |
| Other Income | |
| Expenses | |
| Offic supplies | $169.72 |
| Bank Charges | $869.65 |
| Rental-School | $10,000.00 |
| Transportation charges | $65.91 |
| Office Expenses | $3,989.69 |
| Entertainment fees | $590.39 |
| Meal fees | $92.41 |
| Total Expenses | $15,777.77 |
| Operating Profit | ($15,777.77) |
| Net Profit/(Loss) | ($15,777.77) |

Annex 2.2

請沿虛線剪下並將有效的商業/分行登記證展示在營業地點，
Please cut along the dotted line and display the valid business/branch registration certificate at business address.

表格 2 FORM 2
《商業登記條例》（第 310 章）
BUSINESS REGISTRATION ORDINANCE (Chapter 310)
《商業登記規例》
BUSINESS REGISTRATION REGULATIONS
商業 XXXX登記證 Business XXXXX Registration Certificate

[第 5 條]
[regulation 5]

正 本
ORIGINAL

XXXXXXXX
XXXXXXXXX

| | |
|---|---|
| 業務 / 法團所用名稱<br>Name of Business/ Corporation | 新領域教育（亞太）控股有限公司<br>CHANGEU EDUCATION ASIA PACIFIC HOLDING LIMITED |
| 業務 / 分行名稱<br>Business/ Branch Name | ****************************************<br>**************************************** |
| 地 址<br>Address | 九龍觀塘偉業街１６１號德勝廣場１８樓１８０２室 |
| 業務性質<br>Nature of Business | 投資、顧問諮詢、評估、可研報告、教育 |
| 法律地位<br>Status | 法人團體 |

| 生效日期<br>Date of Commencement | 屆滿日期<br>Date of Expiry | 登記證號碼<br>Certificate No. | 登記費及徵費<br>Fee and Levy |
|---|---|---|---|
| 18/07/2018 | 17/07/2019 | 67971636-000-07-18-6 | $2,250 |

(登記費 FEE = $2,000)
(徵費 LEVY = $ 250)

請注意下列《商業登記條例》的規定：

1. 第 6(6)條規定任何業務獲發商業登記證或分行登記證，並不表示該業務或經營該業務的人或受僱於該業務的僱員已遵從有關的任何法律規定。
2. 第 12 條規定各業務須將其有效的商業登記證或有效的分行登記證於每一營業地點展示。

**Please note the following requirements of the Business Registration Ordinance:**

1. Section 6(6) provides that the issue of a business registration certificate or a branch registration certificate shall not be deemed to imply that the requirements of any law in relation to such business or to the persons carrying on the same or employed therein have been complied with.
2. Section 12 provides that valid business registration certificate or valid branch registration certificate shall be displayed at every address where business is carried on.

機印所示登記費及徵費收訖。 RECEIVED FEE AND LEVY HERE STATED IN PRINTED FIGURES.

IRDB101A (12/2010) 15/08/2018 876246130 $2,250.00

0006101F1 0006101F1

Annex 7.2

# NEW ARTICLES OF ASSOCIATION

OF

## ChangeU Education Asia Pacific Holding Limited
## 新領域教育(亞太)控股有限公司

Incorporated the 18th day of July, 2017

HONG KONG

**Certified true and correct:**

**Sign.**

**LAU Kim Fung**
**(Sole Director)**
**10 October 2018**

# THE COMPANIES ORDINANCE (CHAPTER 622)

## Private Company Limited by Shares
## ARTICLES OF ASSOCIATION
## OF

ChangeU Education Asia Pacific Holding Limited
新領域教育(亞太)控股有限公司

**Part A Mandatory Articles**

**1. Company Name** The name of the company is

"ChangeU Education Asia Pacific Holding Limited
新領域教育(亞太)控股有限公司"

**2. Members' Liabilities**

The liability of the members is limited.

**3. Liabilities or Contributions of Members**

The liability of the members is limited to any amount unpaid on the shares held by the members.

**4. Share Capital and Initial Shareholdings (on the company's formation)**

| | |
|---|---|
| The total number of shares that the company proposes to issue | 10 |
| The total amount of share capital to be subscribed by the company's founder members | HKD 10 |
| (i) The amount to be paid up or to be regarded as paid up | HKD 10 |
| (ii) The amount to remain unpaid or to be regarded as remaining unpaid | HKD 0 |

| Class of Shares | Ordinary |
| --- | --- |
| The total number of shares in this class that the company proposes to issue | 10 |
| The total amount of share capital in this class to be subscribed by the company's founder members | HKD 10 |
| (i) The amount to be paid up or to be regarded as paid up | HKD 10 |
| (ii) The amount to remain unpaid or to be regarded as remaining unpaid | HKD 0 |

I/WE, the undersigned, wish to form a company and wish to adopt the articles of association as attached, and I/we respectively agree to subscribe for the amount of share capital of the Company and to take the number of shares in the Company set opposite my/our respective name(s).

| Name(s) of Founder Members | Number of Share(s) and Total Amount of Share Capital |
| --- | --- |
| LAU, Kim Fung<br>劉劍峰 | 10<br>Ordinary shares<br>HKD 10 |
| | |
| Total: | 10<br>Ordinary shares<br>HKD 10 |

Part B Other Articles

## Part 1
## Interpretation

**1. Interpretation**

(1) In these articles—

***articles*** (本《章程細則》) means the articles of association of the company;

***associated company*** (有聯繫公司) means—
- (a) a subsidiary of the company;
- (b) a holding company of the company; or
- (c) a subsidiary of such a holding company;

***distribution recipient*** (分派對象) means, in relation to a share in respect of which a dividend or other sum is payable—
- (a) the holder of the share;
- (b) if the share has 2 or more joint holders, whichever of them is named first in the register of members; or
- (c) if the holder is no longer entitled to the share by reason of death or bankruptcy or otherwise by operation of law, the transmittee;

***fully paid*** (已繳足款), in relation to a share, means the price at which the share was issued has been fully paid to the company;

***holder*** (持有人), in relation to a share, means the person whose name is entered in the register of members as the holder of the share;

***mental incapacity*** (精神上無行為能力) has the meaning given by section 2(1) of the Mental Health Ordinance (Cap. 136);

***mentally incapacitated person*** (精神上無行為能力者) means a person who is found under the Mental Health Ordinance (Cap. 136) to be incapable, by reason of mental incapacity, of managing and administering his or her property and affairs;

***Ordinance*** (《條例》) means the Companies Ordinance (Cap. 622);

***paid*** (已繳) means paid or credited as paid;

***proxy notice*** (代表通知書)—see article 43(1);

***register of members*** (成員登記冊) means the register of members of the company;

***transmittee*** (承傳人) means a person entitled to a share by reason of the death or bankruptcy of a member or otherwise by operation of law.

(2) Other words or expressions used in these articles have the same meaning as in the Ordinance as in force on ~~the~~ date these articles become binding on the company.

(3) For the purposes of these articles, a document is authenticated if it is authenticated in any way in which section 828(5) or 829(3) of the Ordinance provides for documents or information to be authenticated for the purposes of the Ordinance.

(4) The articles set out in Schedule 2 of the Companies (Model Articles) Notice (Cap. 622H) do not apply to the company.

## Part 2
## Private Company

**2. Company is private company**

(1) The company is a private company and accordingly—
- (a) a member's right to transfer shares is restricted in the manner specified in this article;
- (b) the number of members is limited to 50; and
- (c) any invitation to the public to subscribe for any shares or debentures of the company is prohibited.

(2) The directors may in their discretion refuse to register the transfer of a share.

(3) In paragraph (1)(b)—

***member*** (成員) excludes—
- (a) a member who is an employee of the company; and
- (b) a person who was a member while being an employee of the company and who continues to be a member after ceasing to be such an employee.

(4) For the purposes of this article, 2 or more persons who hold shares in the company jointly are to be regarded as 1 member.

## Part 3
## Directors and Company Secretary

### Division 1—Directors' Powers and Responsibilities

**3. Directors' general authority**

(2) An alteration of these articles does not invalidate any prior act of the directors that would have been valid if the alteration had not been made.
(3) The powers given by this article are not limited by any other power given to the directors by these articles.
(4) A directors' meeting at which a quorum is present may exercise all powers exercisable by the directors.

**4. Members' reserve power**
(1) The members may, by special resolution, direct the directors to take, or refrain from taking, specified action.
(2) The special resolution does not invalidate anything that the directors have done before the passing of the resolution.

**5. Directors may delegate**
(1) Subject to these articles, the directors may, if they think fit, delegate any of the powers that are conferred on them under these articles—
   (a) to any person;
   (b) by any means (including by power of attorney);
   (c) to any extent and without territorial limit;
   (d) in relation to any matter; and
   (e) on any terms and conditions.
(2) If the directors so specify, the delegation may authorize further delegation of the directors' powers by any person to whom they are delegated.
(3) The directors may—
   (a) revoke the delegation wholly or in part; or
   (b) revoke or alter its terms and conditions.

## Division 2—Decision-taking by Directors

**6. Directors to take decision collectively**
(1) A decision of the directors may only be taken—
   (a) by a majority of the directors at a meeting; or
   (b) in accordance with article 7.
(2) Paragraph (1) does not apply if—
   (a) the company only has 1 director; and
   (b) no provision of these articles requires it to have more than one director.
(3) If paragraph (1) does not apply, the director may take decisions without regard to any of the provisions of these articles relating to directors' decision-taking.

**7. Unanimous decisions**
(1) A decision of the directors is taken in accordance with this article when all eligible directors indicate to each other (either directly or indirectly) by any means that they share a common view on a matter.
(2) Such a decision may take the form of a resolution in writing, copies of which have been signed by each eligible director or to which each eligible director has otherwise indicated agreement in writing.
(3) A reference in this article to eligible directors is a reference to directors who would have been entitled to vote on the matter if it had been proposed as a resolution at a directors' meeting.
(4) A decision may not be taken in accordance with this article if the eligible directors would not have formed a quorum at a directors' meeting.

**8. Calling directors' meetings**
(1) Any director may call a directors' meeting by giving notice of the meeting to the directors or by authorizing the company secretary to give such notice.
(2) Notice of a directors' meeting must indicate—
   (a) its proposed date and time; and
   (b) where it is to take place.
(3) Notice of a directors' meeting must be given to each director, but need not be in writing.

**9. Participation in directors' meetings**
(1) Subject to these articles, directors participate in a directors' meeting, or part of a directors' meeting, when—

(b) they can each communicate to the others any information or opinions they have on any particular item of the business of the meeting.

(2) In determining whether directors are participating in a directors' meeting, it is irrelevant where a director is and how they communicate with each other.

(3) If all the directors participating in a directors' meeting are not in the same place, they may regard the meeting as taking place wherever any one of them is.

**10. Quorum for directors' meetings**

(1) At a directors' meeting, unless a quorum is participating, no proposal is to be voted on, except a proposal to call another meeting.

(2) The quorum for directors' meetings may be fixed from time to time by a decision of the directors and unless otherwise fixed it is 2 unless there is a sole director, in which case the quorum is 1.

**11. Meetings if total number of directors less than quorum**

If the total number of directors for the time being is less than the quorum required for directors' meetings, the directors must not take any decision other than a decision—

(a) to appoint further directors; or

(b) to call a general meeting so as to enable the members to appoint further directors.

**12. Chairing of directors' meetings**

(1) The directors may appoint a director to chair their meetings.

(2) The person appointed for the time being is known as the chairperson.

(3) The directors may terminate the appointment of the chairperson at any time.

(4) If the chairperson is not participating in a directors' meeting within 10 minutes of the time at which it was to start or is unwilling to chair the meeting, the participating directors may appoint one of themselves to chair it.

**13. Chairperson's casting vote at directors' meetings**

(1) If the numbers of votes for and against a proposal are equal, the chairperson or other director chairing the directors' meeting has a casting vote.

(2) Paragraph (1) does not apply if, in accordance with these articles, the chairperson or other director is not to be counted as participating in the decision-making process for quorum or voting purposes.

**14. Conflicts of interest**

(1) This article applies if—

(a) a director is in any way (directly or indirectly) interested in a transaction, arrangement or contract with the company that is significant in relation to the company's business; and

(b) the director's interest is material.

(2) The director must declare the nature and extent of the director's interest to the other directors in accordance with section 536 of the Ordinance.

(3) The director must neither—

(a) vote in respect of the transaction, arrangement or contract in which the director is so interested; nor

(b) be counted for quorum purposes in respect of the transaction, arrangement or contract.

(4) If the director contravenes paragraph (3)(a), the vote must not be counted.

(5) Paragraph (3) does not apply to—

(a) an arrangement for giving a director any security or indemnity in respect of money lent by the director to or obligations undertaken by the director for the benefit of the company;

(b) an arrangement for the company to give any security to a third party in respect of a debt or obligation of the company for which the director has assumed responsibility wholly or in part under a guarantee or indemnity or by the deposit of a security;

(c) an arrangement under which benefits are made available to employees and directors or former employees and directors of the company or any of its subsidiaries, which do not provide special benefits for directors or former directors; or

(d) an arrangement to subscribe for or underwrite shares.

(6) A reference in this article (except in paragraphs (5)(d) and (7)) to a transaction, arrangement or contract includes a proposed transaction, arrangement or contract.

(7) In this article—

***arrangement to subscribe for or underwrite shares*** (認購或包銷股份安排) means—

(a) a subscription or proposed subscription for shares or other securities of the company;

(b) an agreement or proposed agreement to subscribe for shares or other securities of the

**15. Supplementary provisions as to conflicts of interest**

(1) A director may hold any other office or position of profit under the company (other than the office of auditor and if the company has only 1 director, the office of company secretary) in conjunction with the office of director for a period and on terms (as to remuneration or otherwise) that the directors determine.

(2) A director or intending director is not disqualified by the office of director from contracting with the company—

(a) with regard to the tenure of the other office or position of profit mentioned in paragraph (1); or

(b) as vendor, purchaser or otherwise.

(3) The contract mentioned in paragraph (2) or any transaction, arrangement or contract entered into by or on behalf of the company in which any director is in any way interested is not liable to be avoided.

(4) A director who has entered into a contract mentioned in paragraph (2) or is interested in a transaction, arrangement or contract mentioned in paragraph (3) is not liable to account to the company for any profit realized by the transaction, arrangement or contract by reason of—

(a) the director holding the office; or

(b) the fiduciary relation established by the office.

(5) Paragraph (1), (2), (3) or (4) only applies if the director has declared the nature and extent of the director's interest under the paragraph to the other directors in accordance with section 536 of the Ordinance.

(6) A director of the company may be a director or other officer of, or be otherwise interested in—

(a) any company promoted by the company; or

(b) any company in which the company may be interested as shareholder or otherwise.

(7) Subject to the Ordinance, the director is not accountable to the company for any remuneration or other benefits received by the director as a director or officer of, or from the director's interest in, the other company unless the company otherwise directs.

**16. Validity of acts of meeting of directors**

The acts of any meeting of directors or the acts of any person acting as a director are as valid as if the directors or the person had been duly appointed as a director and was qualified to be a director, even if it is afterwards discovered that—

(a) there was a defect in the appointment of any of the directors or of the person acting as a director;

(b) any one or more of them were not qualified to be a director or were disqualified from being a director;

(c) any one or more of them had ceased to hold office as a director; or

(d) any one or more of them were not entitled to vote on the matter in question.

**17. Record of decisions to be kept**

The directors must ensure that the company keeps a written record of every decision taken by the directors under article 6(1) for at least 10 years from the date of the decision.

**18. Written record of decision of sole director**

(1) This article applies if the company has only 1 director and the director takes any decision that—

(a) may be taken in a directors' meeting; and

(b) has effect as if agreed in a directors' meeting.

(2) The director must provide the company with a written record of the decision within 7 days after the decision is made.

(3) The director is not required to comply with paragraph (2) if the decision is taken by way of a resolution in writing.

(4) If the decision is taken by way of a resolution in writing, the company must keep the resolution for at least 10 years from the date of the decision.

(5) The company must also keep a written record provided to it in accordance with paragraph (2) for at least 10 years from the date of the decision.

**19. Directors' discretion to make further rules**

Subject to these articles, the directors may make any rule that they think fit about—

(a) how they take decisions; and

(b) how the rules are to be recorded or communicated to directors.

### Division 3—Appointment and Retirement of Directors

**20. Appointment and retirement of directors**

(1) A person who is willing to act as a director, and is permitted by law to do so, may be appointed to be a director—
   (a) by ordinary resolution; or
   (b) by a decision of the directors.

(2) Unless otherwise specified in the appointment, a director appointed under paragraph (1)(a) holds office for an unlimited period of time.

(3) An appointment under paragraph (1)(b) may only be made to—
   (a) fill a casual vacancy; or
   (b) appoint a director as an addition to the existing directors if the total number of directors does not exceed the number fixed in accordance with these articles.

(4) A director appointed under paragraph (1)(b) must—
   (a) retire from office at the next annual general meeting following the appointment; or
   (b) if the company has dispensed with the holding of annual general meetings or is not required to hold annual general meetings, retire from office before the end of 9 months after the end of the company's accounting reference period by reference to which the financial year in which the director was appointed is to be determined.

**21. Retiring director eligible for reappointment**

A retiring director is eligible for reappointment to the office.

**22. Termination of director's appointment**

A person ceases to be a director if the person—
   (a) ceases to be a director under the Ordinance or the Companies (Winding Up and Miscellaneous Provisions) Ordinance (Cap. 32) or is prohibited from being a director by law;
   (b) becomes bankrupt or makes any arrangement or composition with the person's creditors generally;
   (c) becomes a mentally incapacitated person;
   (d) resigns the office of director by notice in writing of the resignation in accordance with section 464(5) of the Ordinance;
   (e) for more than 6 months has been absent without the directors' permission from directors' meetings held during that period; or
   (f) is removed from the office of director by an ordinary resolution of the company.

**23. Directors' remuneration**

(1) Directors' remuneration must be determined by the company at a general meeting.

(2) A director's remuneration may—
   (a) take any form; and
   (b) include any arrangements in connection with the payment of a retirement benefit to or in respect of that director.

(3) Directors' remuneration accrues from day to day.

**24. Directors' expenses**

The company may pay any travelling, accommodation and other expenses properly incurred by directors in connection with—
   (a) their attendance at—
      (i) meetings of directors;
      (ii) general meetings; or
   (b) the exercise of their powers and the discharge of their responsibilities in relation to the company.

### Division 4—Directors' Indemnity and Insurance

**25. Indemnity**

(1) A director or former director of the company may be indemnified out of the company's assets against any liability incurred by the director to a person other than the company or an associated company of the company in connection with any negligence, default, breach of duty or breach of trust in relation to the company or associated company (as the case may be).

(2) Paragraph (1) only applies if the indemnity does not cover—

(ii) a sum payable by way of a penalty in respect of non-compliance with any requirement of a regulatory nature; or

(b) any liability incurred by the director—

(i) in defending criminal proceedings in which the director is convicted;

(ii) in defending civil proceedings brought by the company, or an associated company of the company, in which judgment is given against the director;

(iii) in defending civil proceedings brought on behalf of the company by a member of the company or of an associated company of the company, in which judgment is given against the director;

(iv) in defending civil proceedings brought on behalf of an associated company of the company by a member of the associated company or by a member of an associated company of the associated company, in which judgment is given against the director; or

(v) in connection with an application for relief under section 903 or 904 of the Ordinance in which the Court refuses to grant the director relief.

(3) A reference in paragraph (2)(b) to a conviction, judgment or refusal of relief is a reference to the final decision in the proceedings.

(4) For the purposes of paragraph (3), a conviction, judgment or refusal of relief—

(a) if not appealed against, becomes final at the end of the period for bringing an appeal; or

(b) if appealed against, becomes final when the appeal, or any further appeal, is disposed of.

(5) For the purposes of paragraph (4)(b), an appeal is disposed of if—

(a) it is determined, and the period for bringing any further appeal has ended; or

(b) it is abandoned or otherwise ceases to have effect.

**26. Insurance**

The directors may decide to purchase and maintain insurance, at the expense of the company, for a director of the company, or a director of an associated company of the company, against—

(a) any liability to any person attaching to the director in connection with any negligence, default, breach of duty or breach of trust (except for fraud) in relation to the company or associated company (as the case may be); or

(b) any liability incurred by the director in defending any proceedings (whether civil or criminal) taken against the director for any negligence, default, breach of duty or breach of trust (including fraud) in relation to the company or associated company (as the case may be).

## Division 5—Company Secretary

**27. Appointment and removal of company secretary**

(1) The directors may appoint a company secretary for a term, at a remuneration and on conditions they think fit.

(2) The directors may remove a company secretary appointed by them.

## Part 4
## Decision-taking by Members

## Division 1—Organization of General Meetings

**28. General meetings**

(1) Subject to sections 611, 612 and 613 of the Ordinance, the company must, in respect of each financial year of the company, hold a general meeting as its annual general meeting in accordance with section 610 of the Ordinance.

(2) The directors may, if they think fit, call a general meeting.

(3) If the directors are required to call a general meeting under section 566 of the Ordinance, they must call it in accordance with section 567 of the Ordinance.

(4) If the directors do not call a general meeting in accordance with section 567 of the Ordinance, the members who requested the meeting, or any of them representing more than one half of the total voting rights of all of them, may themselves call a general meeting in accordance with section 568 of the Ordinance.

**29. Notice of general meetings**

(1) An annual general meeting must be called by notice of at least 21 days in writing.

(2) A general meeting other than an annual general meeting must be called by notice of at least 14 days in writing.

(3) The notice is exclusive of—

(a) the day on which it is served or deemed to be served; and

(4) The notice must—
  (a) specify the date and time of the meeting;
  (b) specify the place of the meeting (and if the meeting is to be held in 2 or more places, the principal place of the meeting and the other place or places of the meeting);
  (c) state the general nature of the business to be dealt with at the meeting;
  (d) for a notice calling an annual general meeting, state that the meeting is an annual general meeting;
  (e) if a resolution (whether or not a special resolution) is intended to be moved at the meeting—
    (i) include notice of the resolution; and
    (ii) include or be accompanied by a statement containing any information or explanation that is reasonably necessary to indicate the purpose of the resolution;
  (f) if a special resolution is intended to be moved at the meeting, specify the intention and include the text of the special resolution; and
  (g) contain a statement specifying a member's right to appoint a proxy under section 596(1) and (3) of the Ordinance.

(5) Paragraph (4)(e) does not apply in relation to a resolution of which—
  (a) notice has been included in the notice of the meeting under section 567(3) or 568(2) of the Ordinance; or
  (b) notice has been given under section 615 of the Ordinance.

(6) Despite the fact that a general meeting is called by shorter notice than that specified in this article, it is regarded as having been duly called if it is so agreed—
  (a) for an annual general meeting, by all the members entitled to attend and vote at the meeting; and
  (b) in any other case, by a majority in number of the members entitled to attend and vote at the meeting, being a majority together representing at least 95% of the total voting rights at the meeting of all the members.

**30. Persons entitled to receive notice of general meetings**

(1) Notice of a general meeting must be given to—
  (a) every member; and
  (b) every director.

(2) In paragraph (1), the reference to a member includes a transmittee, if the company has been notified of the transmittee's entitlement to a share.

(3) If notice of a general meeting or any other document relating to the meeting is required to be given to a member, the company must give a copy of it to its auditor (if more than one auditor, to everyone of them) at the same time as the notice or the other document is given to the member.

**31. Accidental omission to give notice of general meetings**

Any accidental omission to give notice of a general meeting to, or any non-receipt of notice of a general meeting by, any person entitled to receive notice does not invalidate the proceedings at the meeting.

**32. Attendance and speaking at general meetings**

(1) A person is able to exercise the right to speak at a general meeting when the person is in a position to communicate to all those attending the meeting, during the meeting, any information or opinions that the person has on the business of the meeting.

(2) A person is able to exercise the right to vote at a general meeting when—
  (a) the person is able to vote, during the meeting, on resolutions put to the vote at the meeting; and
  (b) the person's vote can be taken into account in determining whether or not those resolutions are passed at the same time as the votes of all the other persons attending the meeting.

(3) The directors may make whatever arrangements they consider appropriate to enable those attending a general meeting to exercise their rights to speak or vote at it.

(4) In determining attendance at a general meeting, it is immaterial whether any 2 or more members attending it are in the same place as each other.

(5) Two or more persons who are not in the same place as each other attend a general meeting if their circumstances are such that if they have rights to speak and vote at the meeting, they are able to exercise them.

**33. Quorum for general meetings**

(1) Two members present in person or by proxy constitute a quorum at a general meeting. If the company has only one member, that member present in person or by proxy constitutes a quorum

(2) No business other than the appointment of the chairperson of the meeting is to be transacted at a general meeting if the persons attending it do not constitute a quorum.

**34. Chairing general meetings**

(1) If the chairperson (if any) of the board of directors is present at a general meeting and is willing to preside as chairperson at the meeting, the meeting is to be presided over by him or her.

(2) The directors present at a general meeting must elect one of themselves to be the chairperson if—

(a) there is no chairperson of the board of directors;

(b) the chairperson is not present within 15 minutes after the time appointed for holding the meeting;

(c) the chairperson is unwilling to act; or

(d) the chairperson has given notice to the company of the intention not to attend the meeting.

(3) The members present at a general meeting must elect one of themselves to be the chairperson if—

(a) no director is willing to act as chairperson; or

(b) no director is present within 15 minutes after the time appointed for holding the meeting.

(4) A proxy may be elected to be the chairperson of a general meeting by a resolution of the company passed at the meeting.

**35. Attendance and speaking by non-members**

(1) Directors may attend and speak at general meetings, whether or not they are members of the company.

(2) The chairperson of a general meeting may permit other persons to attend and speak at a general meeting even though they are not—

(a) members of the company; or

(b) otherwise entitled to exercise the rights of members in relation to general meetings.

**36. Adjournment**

(1) If a quorum is not present within half an hour from the time appointed for holding a general meeting, the meeting must—

(a) if called on the request of members, be dissolved; or

(b) in any other case, be adjourned to the same day in the next week, at the same time and place, or to another day and at another time and place that the directors determine.

(2) If at the adjourned meeting, a quorum is not present within half an hour from the time appointed for holding the meeting, the member or members present in person or by proxy constitute a quorum.

(3) The chairperson may adjourn a general meeting at which a quorum is present if—

(a) the meeting consents to an adjournment; or

(b) it appears to the chairperson that an adjournment is necessary to protect the safety of any person attending the meeting or ensure that the business of the meeting is conducted in an orderly manner.

(4) The chairperson must adjourn a general meeting if directed to do so by the meeting.

(5) When adjourning a general meeting, the chairperson must specify the date, time and place to which it is adjourned.

(6) Only the business left unfinished at the general meeting may be transacted at the adjourned meeting.

(7) If a general meeting is adjourned for 30 days or more, notice of the adjourned meeting must be given as for an original meeting.

(8) If a general meeting is adjourned for less than 30 days, it is not necessary to give any notice of the adjourned meeting.

### Division 2—Voting at General Meetings

**37. General rules on voting**

(1) A resolution put to the vote of a general meeting must be decided on a show of hands unless a poll is duly demanded in accordance with these articles.

(2) If there is an equality of votes, whether on a show of hands or on a poll, the chairperson of the meeting at which the show of hands takes place or at which the poll is demanded, is entitled to a second or casting vote.

(3) On a vote on a resolution on a show of hands at a general meeting, a declaration by the chairperson that the resolution—

is conclusive evidence of that fact without proof of the number or proportion of the votes recorded in favour of or against the resolution.
(4) An entry in respect of the declaration in the minutes of the meeting is also conclusive evidence of that fact without the proof.

**38. Errors and disputes**
(1) Any objection to the qualification of any person voting at a general meeting may only be raised at the meeting or adjourned meeting at which the vote objected to is tendered, and a vote not disallowed at the meeting is valid.
(2) Any objection must be referred to the chairperson of the meeting whose decision is final.

**39. Demanding a poll**
(1) A poll on a resolution may be demanded—
(a) in advance of the general meeting where it is to be put to the vote; or
(b) at a general meeting, either before or on the declaration of the result of a show of hands on that resolution.
(2) A poll on a resolution may be demanded by—
(a) the chairperson of the meeting;
(b) at least 2 members present in person or by proxy; or
(c) any member or members present in person or by proxy and representing at least 5% of the total voting rights of all the members having the right to vote at the meeting.
(3) The instrument appointing a proxy is regarded as conferring authority to demand or join in demanding a poll on a resolution.
(4) A demand for a poll on a resolution may be withdrawn.

**40. Number of votes a member has**
(1) On a vote on a resolution on a show of hands at a general meeting—
(a) every member present in person has 1 vote; and
(b) every proxy present who has been duly appointed by a member entitled to vote on the resolution has 1 vote.
(2) If a member appoints more than one proxy, the proxies so appointed are not entitled to vote on the resolution on a show of hands.
(3) On a vote on a resolution on a poll taken at a general meeting—
(a) every member present in person has 1 vote for each share held by him or her; and
(b) every proxy present who has been duly appointed by a member has 1 vote for each share in respect of which the proxy is appointed.
(4) This article has effect subject to any rights or restrictions attached to any shares or class of shares.

**41. Votes of joint holders of shares**
(1) For joint holders of shares, only the vote of the most senior holder who votes (and any proxies duly authorized by the holder) may be counted.
(2) For the purposes of this article, the seniority of a holder of a share is determined by the order in which the names of the joint holders appear in the register of members.

**42. Votes of mentally incapacitated members**
(1) A member who is a mentally incapacitated person may vote, whether on a show of hands or on a poll, by the member's committee, receiver, guardian or other person in the nature of a committee, receiver or guardian appointed by the Court.
(2) The committee, receiver, guardian or other person may vote by proxy on a show of hands or on a poll.

**43. Content of proxy notices**
(1) A proxy may only validly be appointed by a notice in writing (***proxy notice***) that—
(a) states the name and address of the member appointing the proxy;
(b) identifies the person appointed to be that member's proxy and the general meeting in relation to which that person is appointed;
(c) is authenticated, or is signed on behalf of the member appointing the proxy; and
(d) is delivered to the company in accordance with these articles and any instructions contained in the notice of the general meeting in relation to which the proxy is appointed.
(2) The company may require proxy notices to be delivered in a particular form, and may specify different forms for different purposes.

(4) A proxy notice may specify how the proxy appointed under it is to vote (or that the proxy is to abstain from voting) on one or more resolutions dealing with any business to be transacted at a general meeting.
(5) Unless a proxy notice indicates otherwise, it must be regarded as—
(a) allowing the person appointed under it as a proxy discretion as to how to vote on any ancillary or procedural resolutions put to the general meeting; and
(b) appointing that person as a proxy in relation to any adjournment of the general meeting to which it relates as well as the meeting itself.

**44. Execution of appointment of proxy on behalf of member appointing the proxy**
If a proxy notice is not authenticated, it must be accompanied by written evidence of the authority of the person who executed the appointment to execute it on behalf of the member appointing the proxy.

**45. Delivery of proxy notice and notice revoking appointment of proxy**
(1) A proxy notice does not take effect unless it is received by the company—
(a) for a general meeting or adjourned general meeting, at least 48 hours before the time appointed for holding the meeting or adjourned meeting; and
(b) for a poll taken more than 48 hours after it was demanded, at least 24 hours before the time appointed for taking the poll.
(2) An appointment under a proxy notice may be revoked by delivering to the company a notice in writing given by or on behalf of the person by whom or on whose behalf the proxy notice was given.
(3) A notice revoking the appointment only takes effect if it is received by the company—
(a) for a general meeting or adjourned general meeting, at least 48 hours before the time appointed for holding the meeting or adjourned meeting; and
(b) for a poll taken more than 48 hours after it was demanded, at least 24 hours before the time appointed for taking the poll.

**46. Effect of member's voting in person on proxy's authority**
(1) A proxy's authority in relation to a resolution is to be regarded as revoked in the circumstances set out in section 605 of the Ordinance.
(2) A member who is entitled to attend, speak or vote (either on a show of hands or on a poll) at a general meeting remains so entitled in respect of the meeting or any adjournment of it, even though a valid proxy notice has been delivered to the company by or on behalf of the member.

**47. Effect of proxy votes in case of death, mental incapacity, etc. of member appointing the proxy**
(1) A vote given in accordance with the terms of a proxy notice is valid despite—
(a) the previous death or mental incapacity of the member appointing the proxy;
(b) the revocation of the appointment of the proxy or of the authority under which the appointment of the proxy is executed; or
(c) the transfer of the share in respect of which the proxy is appointed.
(2) Paragraph (1) does not apply if notice in writing of the death, mental incapacity, revocation or transfer is received by the company—
(a) for a general meeting or adjourned general meeting, at least 48 hours before the time appointed for holding the meeting or adjourned meeting; and
(b) for a poll taken more than 48 hours after it was demanded, at least 24 hours before the time appointed for taking the poll.

**48. Amendments to proposed resolutions**
(1) An ordinary resolution to be proposed at a general meeting may be amended by ordinary resolution if—
(a) notice of the proposed amendment is given to the company secretary in writing; and
(b) the proposed amendment does not, in the reasonable opinion of the chairperson of the meeting, materially alter the scope of the resolution.
(2) The notice must be given by a person entitled to vote at the general meeting at which it is to be proposed at least 48 hours before the meeting is to take place (or a later time the chairperson of the meeting determines).
(3) A special resolution to be proposed at a general meeting may be amended by ordinary resolution if—
(a) the chairperson of the meeting proposes the amendment at the meeting at which the special resolution is to be proposed; and

(4) If the chairperson of the meeting, acting in good faith, wrongly decides that an amendment to a resolution is out of order, the vote on that resolution remains valid unless the Court orders otherwise.

## Part 5
## Shares and Distributions

### Division 1—Issue of Shares

**49. All shares to be fully paid up**

No share is to be issued unless the share is fully paid.

### Division 2—Interests in Shares

**50. Company only bound by absolute interests**

(1) Except as required by law, no person is to be recognized by the company as holding any share on any trust.

(2) Except as otherwise required by law or these articles, the company is not in any way to be bound by or recognize any interest in a share other than the holder's absolute ownership of it and all the rights attaching to it.

(3) Paragraph (2) applies even though the company has notice of the interest.

### Division 3—Share Certificates

**51. Certificates to be issued except in certain cases**

(1) The company must issue each member, free of charge, with one or more certificates in respect of the shares that the member holds, within—
  (a) 2 months after allotment or lodgment of a proper instrument of transfer; or
  (b) any other period that the conditions of issue provide.

(2) If more than one person holds a share, only 1 certificate may be issued in respect of it.

**52. Contents and execution of share certificates**

(1) A certificate must specify—
  (a) in respect of how many shares the certificate is issued;
  (b) the fact that the shares are fully paid; and
  (c) any distinguishing numbers assigned to them.

(2) A certificate must—
  (a) have affixed to it the company's common seal or the company's official seal under section 126 of the Ordinance; or
  (b) be otherwise executed in accordance with the Ordinance.

**53. Replacement share certificates**

(1) If a certificate issued in respect of a member's shares is defaced, damaged, lost or destroyed, the member is entitled to be issued with a replacement certificate in respect of the same shares.

(2) A member exercising the right to be issued with a replacement certificate—
  (a) must return the certificate that is to be replaced to the company if it is defaced or damaged; and
  (b) must comply with the conditions as to evidence, indemnity and the payment of a reasonable fee that the directors decide.

### Division 4—Transfer and Transmission of Shares

**54. Transfer of shares**

(1) Shares may be transferred by means of an instrument of transfer in any usual form or any other form approved by the directors, which is executed by or on behalf of both the transferor and the transferee.

(2) No fee may be charged by the company for registering any instrument of transfer or other document relating to or affecting the title to any share.

(3) The company may retain any instrument of transfer that is registered.

(4) The transferor remains the holder of a share until the transferee's name is entered in the register of members as holder of it.

**55. Power of directors to refuse transfer of shares**

(1) Without limiting article 2(2), the directors may refuse to register the transfer of a share if—
  (a) the instrument of transfer is not lodged at the company's registered office or another place

(b) the instrument of transfer is not accompanied by the certificate for the share to which it relates, or other evidence the directors reasonably require to show the transferor's right to make the transfer, or evidence of the right of someone other than the transferor to make the transfer on the transferor's behalf; or

(c) the transfer is in respect of more than one class of shares.

(2) If the directors refuse to register the transfer of a share under paragraph (1) or article 2(2)—

(a) the transferor or transferee may request a statement of the reasons for the refusal; and

(b) the instrument of transfer must be returned to the transferor or transferee who lodged it unless the directors suspect that the proposed transfer may be fraudulent.

(3) The instrument of transfer must be returned in accordance with paragraph (2)(b) together with a notice of refusal within 2 months after the date on which the instrument of transfer was lodged with the company.

(4) If a request is made under paragraph (2)(a), the directors must, within 28 days after receiving the request—

(a) send the transferor or transferee who made the request a statement of the reasons for the refusal; or

(b) register the transfer.

**56. Transmission of shares**

If a member dies, the company may only recognize the following person or persons as having any title to a share of the deceased member—

(a) if the deceased member was a joint holder of the share, the surviving holder or holders of the share; and

(b) if the deceased member was a sole holder of the share, the legal personal representative of the deceased member.

**57. Transmittees' rights**

(1) If a transmittee produces evidence of entitlement to the share as the directors properly require, the transmittee may, subject to these articles, choose to become the holder of the share or to have the share transferred to another person.

(2) The directors have the same right to refuse or suspend the registration as they would have had if the holder had transferred the share before the transmission.

(3) A transmittee is entitled to the same dividends and other advantages to which the transmittee would be entitled if the transmittee were the holder of the share, except that the transmittee is not, before being registered as a member in respect of the share, entitled in respect of it to exercise any right conferred by membership in relation to meetings of the company.

(4) The directors may at any time give notice requiring a transmittee to choose to become the holder of the share or to have the share transferred to another person.

(5) If the notice is not complied with within 90 days of the notice being given, the directors may withhold payment of all dividends, bonuses or other moneys payable in respect of the share until the requirements of the notice have been complied with.

**58. Exercise of transmittees' rights**

(1) If a transmittee chooses to become the holder of a share, the transmittee must notify the company in writing of the choice.

(2) Within 2 months after receiving the notice, the directors must—

(a) register the transmittee as the holder of the share; or

(b) send the transmittee a notice of refusal of registration.

(3) If the directors refuse registration, the transmittee may request a statement of the reasons for the refusal.

(4) If a request is made under paragraph (3), the directors must, within 28 days after receiving the request—

(a) send the transmittee a statement of the reasons for the refusal; or

(b) register the transmittee as the holder of the share.

(5) If the transmittee chooses to have the share transferred to another person, the transmittee must execute an instrument of transfer in respect of it.

(6) All the limitations, restrictions and other provisions of these articles relating to the right to transfer and the registration of transfer of shares apply to the notice under paragraph (1) or the transfer under paragraph (5), as if the transmission had not occurred and the transfer were a transfer made by the holder of the share before the transmission.

### 59. Transmittees bound by prior notices
If a notice is given to a member in respect of shares and a transmittee is entitled to those shares, the transmittee is bound by the notice if it was given to the member before the transmittee's name has been entered in the register of members.

## Division 5—Alteration and Reduction of Share Capital, Share Buy-backs and Allotment of Shares

### 60. Alteration of share capital
The company may by ordinary resolution alter its share capital in any one or more of the ways set out in section 170(2)(a), (b), (c), (d), (e) and (f)(i) of the Ordinance, and section 170(3), (4), (5), (6), (7) and (8) of the Ordinance applies accordingly.

### 61. Reduction of share capital
The company may by special resolution reduce its share capital in accordance with Division 3 of Part 5 of the Ordinance.

### 62. Share buy-backs
The company may buy back its own shares (including any redeemable shares) in accordance with Division 4 of Part 5 of the Ordinance.

### 63. Allotment of shares
The directors must not exercise any power conferred on them to allot shares in the company without the prior approval of the company by resolution if the approval is required by section 140 of the Ordinance.

## Division 6—Distributions

### 64. Procedure for declaring dividends
(1) The company may at a general meeting declare dividends, but a dividend must not exceed the amount recommended by the directors.
(2) The directors may from time to time pay the members interim dividends that appear to the directors to be justified by the profits of the company.
(3) A dividend may only be paid out of the profits in accordance with Part 6 of the Ordinance.
(4) Unless the members' resolution to declare or directors' decision to pay a dividend, or the terms on which shares are issued, specify otherwise, it must be paid by reference to each member's holding of shares on the date of the resolution or decision to declare or pay it.
(5) Before recommending any dividend, the directors may set aside out of the profits of the company any sums they think fit as reserves.
(6) The directors may—
  (a) apply the reserves for any purpose to which the profits of the company may be properly applied; and
  (b) pending such an application, employ the reserves in the business of the company or invest them in any investments (other than shares of the company) that they think fit.
(7) The directors may also without placing the sums to reserve carry forward any profits that they think prudent not to divide.

### 65. Payment of dividends and other distributions
(1) If a dividend or other sum that is a distribution is payable in respect of a share, it must be paid by one or more of the following means—
  (a) transfer to a bank account specified by the distribution recipient either in writing or as the directors decide;
  (b) sending a cheque made payable to the distribution recipient by post to the distribution recipient at the distribution recipient's registered address (if the distribution recipient is a holder of the share), or (in any other case) to an address specified by the distribution recipient either in writing or as the directors decide;
  (c) sending a cheque made payable to the specified person by post to the specified person at the address the distribution recipient has specified either in writing or as the directors decide;
  (d) any other means of payment as the directors agree with the distribution recipient either in writing or as the directors decide.
(2) In this article—
***specified person*** (指明人士) means a person specified by the distribution recipient either in writing or

**66. No interest on distributions**

The company may not pay interest on any dividend or other sum payable in respect of a share unless otherwise provided by—

(a) the terms on which the share was issued; or

(b) the provisions of another agreement between the holder of the share and the company.

**67. Unclaimed distributions**

(1) If dividends or other sums are payable in respect of shares and they are not claimed after having been declared or become payable, they may be invested or made use of by the directors for the benefit of the company until claimed.

(2) The payment of the dividends or other sums into a separate account does not make the company a trustee in respect of it.

(3) A distribution recipient is no longer entitled to a dividend or other sum and it ceases to remain owing by the company, if—

(a) 12 years have passed from the date on which the dividend or other sum became due for payment; and

(b) the distribution recipient has not claimed it.

**68. Non-cash distributions**

(1) Subject to the terms of issue of the share in question, the company may, by ordinary resolution on the recommendation of the directors, decide to pay all or part of a dividend or other distribution payable in respect of a share by transferring non-cash assets of equivalent value (including, without limitation, shares or other securities in any company).

(2) For paying a non-cash distribution, the directors may make whatever arrangements they think fit, including, if any difficulty arises regarding the distribution—

(a) fixing the value of any assets;

(b) paying cash to any distribution recipient on the basis of that value in order to adjust the rights of recipients; and

(c) vesting any assets in trustees.

**69. Waiver of distributions**

(1) Distribution recipients may waive their entitlement to a dividend or other distribution payable in respect of a share by executing to the company a deed to that effect.

(2) But if the share has more than one holder or more than one person is entitled to the share (whether by reason of the death or bankruptcy of one or more joint holders, or otherwise), the deed is not effective unless it is expressed to be executed by all the holders or other persons entitled to the share.

## Division 7—Capitalization of Profits

**70. Capitalization of profits**

(1) The company may by ordinary resolution on the recommendation of the directors capitalize profits.

(2) If the capitalization is to be accompanied by the issue of shares or debentures, the directors may apply the sum capitalized in the proportions in which the members would be entitled if the sum was distributed by way of dividend.

(3) To the extent necessary to adjust the rights of the members among themselves if shares or debentures become issuable in fractions, the directors may make any arrangements they think fit, including the issuing of fractional certificates or the making of cash payments or adopting a rounding policy.

# Part 6
# Miscellaneous Provisions

## Division 1—Communications to and by Company

**71. Means of communication to be used**

(1) Subject to these articles, anything sent or supplied by or to the company under these articles may be sent or supplied in any way in which Part 18 of the Ordinance provides for documents or information to be sent or supplied by or to the company for the purposes of the Ordinance.

(2) Subject to these articles, any notice or document to be sent or supplied to a director in connection with the taking of decisions by directors may also be sent or supplied by the means by which that director has asked to be sent or supplied with such a notice or document for the time being.

(3) A director may agree with the company that notices or documents sent to that director in a particular way are to be deemed to have been received within a specified time of their being sent, and for the specified time to be less than 48 hours.

## Division 2—Administrative Arrangements

### 72. Company seals

(1) A common seal may only be used by the authority of the directors.

(2) A common seal must be a metallic seal having the company's name engraved on it in legible form.

(3) Subject to paragraph (2), the directors may decide by what means and in what form a common seal or official seal (whether for use outside Hong Kong or for sealing securities) is to be used.

(4) Unless otherwise decided by the directors, if the company has a common seal and it is affixed to a document, the document must also be signed by at least 1 director of the company and 1 authorized person.

(5) For the purposes of this article, an authorized person is—
- (a) any director of the company;
- (b) the company secretary; or
- (c) any person authorized by the directors for signing documents to which the common seal is applied.

(6) If the company has an official seal for use outside Hong Kong, it may only be affixed to a document if its use on the document, or documents of a class to which it belongs, has been authorized by a decision of the directors.

(7) If the company has an official seal for sealing securities, it may only be affixed to securities by the company secretary or a person authorized to apply it to securities by the company secretary.

### 73. No right to inspect accounts and other records

A person is not entitled to inspect any of the company's accounting or other records or documents merely because of being a member, unless the person is authorized to do so by—
- (a) an enactment;
- (b) an order under section 740 of the Ordinance;
- (c) the directors; or
- (d) an ordinary resolution of the company.

### 74. Winding up

(1) If the company is wound up and a surplus remains after the payment of debts proved in the winding up, the liquidator—
- (a) may, with the required sanction, divide amongst the members in specie or kind the whole or any part of the assets of the company (whether they consist of property of the same kind or not) and may, for this purpose, set a value the liquidator thinks fair on any property to be so divided; and
- (b) may determine how the division is to be carried out between the members or different classes of members.

(2) The liquidator may, with the required sanction, vest the whole or part of those assets in trustees on trust for the benefit of the contributories that the liquidator, with the required sanction, thinks fit, but a member must not be compelled to accept any shares or other securities on which there is any liability.

(3) In this article—

***required sanction*** (規定認許) means the sanction of a special resolution of the company and any other sanction required by the Ordinance.

C B BANK

State

Account : 100021633

Customer : CHANGE U MYANMAR IN CHANGE U MYANMAR INTERNATIONAL COLL EGE COMAPNY LIMITED.

Legal ID : EGE COMAPNY LIMITED.

Currency : MMK

Print Date : 07-Sep-2018

**Statement of Transactions - 20180801 to 20180905 .**

| Post Date | Reference | Narrative | Value Date | Debit | Credit | Closing Balance |
|---|---|---|---|---|---|---|
| | Balance at Period Start | | | | | 0.00 |
| 14-Aug-18 | TT18226GS24V | Cash Deposit | 14-Aug-18 | 0.00 | 1,200.00 | 1,200.00 |
| 16-Aug-18 | TCUR.00861005000 14729.000 | Commission Paid | 16-Aug-18 | 125.00 | 0.00 | 1,075.00 |
| 23-Aug-18 | TT1823568ZKM\B07 | Cash Deposit | 23-Aug-18 | 0.00 | 7,000,000.00 | 7,001,075.00 |
| 28-Aug-18 | TT1824064RF5 | Cash Withdrawal | 28-Aug-18 | 6,000,000.00 | 0.00 | 1,001,075.00 |
| | Balance at Period End | | | | | 1,001,075.00 |

**This statement balance is AS of 05-09-2018.**

Assistant Manager
Co-Operative Bank Ltd.
Union Financial Centre (UFC)

Co-Operative Bank Ltd. Myanmar Plaza Branch

C B BANK

**Statement**

Account : 100021633

Customer : CHANGE U MYANMAR IN CHANGE U MYANMAR INTERNATIONAL COLL EGE COMAPNY LIMITED.

Legal ID : EGE COMAPNY LIMITED.

Currency : MMK

Print Date : 02-Oct-2018

**Statement of Transactions - 20180901 to 20181002 .**

| Post Date | Reference | Narrative | Value Date | Debit | Credit | Closing Balance |
|---|---|---|---|---|---|---|
| | **Balance at Period Start** | | | | | **1,001,075.00** |
| | | | | | | |
| | **Balance at Period End** | | | | | **1,001,075.00** |

**statement balance is AS of 02-10-2018.**

Dy! Manager
Co-Operative Bank L
Myanmar Pl...

C B BANK

Co-Operative Bank Ltd. Myanmar Plaza Branch

**Statement**

Account : 100021633

Customer : CHANGE U MYANMAR INCHANGE U MYANMAR INTERNATIONAL COLL EGE COMAPNY LIMITED.

Legal ID : EGE COMAPNY LIMITED.

Currency : MMK

Print Date : 01-Nov-2018

**Statement of Transactions - 20181001 to 20181031 .**

| Post Date | Reference | Narrative | Value Date | Debit | Credit | Closing Balance |
|---|---|---|---|---|---|---|
| | Balance at Period Start | | | | | 1,001,075.00 |
| 04-Oct-18 | TT1827704HWW\B48 | Cash Deposit | 04-Oct-18 | 0.00 | 549,200.00 | 1,550,275.00 |
| 31-Oct-18 | TT18304PP57K\C15 | Cash Deposit | 31-Oct-18 | 0.00 | 46,985,900.00 | 48,536,175.00 |
| | Balance at Period End | | | | | 48,536,175.00 |

**This statement balance is AS of 31-10-2018.**

Dy! Manager
Co-Operative B...
Myanmar Pl...

[redacted]

**Oversea-Chinese Banking Corporation Limited**
65 Chulia Street OCBC Centre Singapore 049513
Co.Reg No.: 193200032W

26249\N\501\K

**Information**
As part of our efforts to be a more environmentally-friendly bank, all our account statements will now be printed on both sides of the page.

LAU KIM FUNG
160 ROBINSON ROAD
#12-09
SBF CENTER
SINGAPORE 068914

# STATEMENT OF ACCOUNT

Page 1 of 2
For enquiries, please call
our Customer Service Officers at 1800 363 3333

**OCBC Centre Branch**

## STATEMENT SAVINGS

**1 NOV 2018 TO 30 NOV 2018**

**Account No. 687392704001**

| Transaction Date 交易日 | Value Date 过账日 | Description 说明 | Cheque 支票 | Withdrawal 支出 | Deposit 存入 | Balance 结存 欠 |
|---|---|---|---|---|---|---|
| | | BALANCE B/F | | | | 19,477.91 |
| 05 NOV | 05 NOV | CASH DEPOSIT CDM<br>OCBC-RAFFLES MRT<br>SINGAPORE SG | | | 6,220.00 | 25,697.91 |
| 05 NOV | 05 NOV | CHEQUE DEPOSIT<br>DBS BANK | 300628 | | 2,500.00 | 28,197.91 |
| 16 NOV | 16 NOV | CASH DEPOSIT CDM<br>xx-5776 OCBC-OCBC CENTRE<br>S | | | 1,250.00 | 29,447.91 |
| 16 NOV | 16 NOV | CASH DEPOSIT CDM<br>xx-5776 OCBC-OCBC CENTRE<br>S | | | 5,000.00 | 34,447.91 |
| 16 NOV | 16 NOV | CASH DEPOSIT CDM<br>xx-5776 OCBC-OCBC CENTRE<br>S | | | 5,000.00 | 39,447.91 |
| 30 NOV | 30 NOV | CHEQUE DEPOSIT<br>DBS BANK | 300637 | | 2,500.00 | 41,947.91 |
| 30 NOV | 30 NOV | INTEREST CREDIT | | | 1.34 | 41,949.25 |
| | | BALANCE C/F | | | | 41,949.25 |
| | | **Total Withdrawals/Deposits** | | **0.00** | **22,471.34** | |
| | | **Total Interest Paid This Year** | | | **13.35** | |
| | | **Average Balance** | | | **32,743.57** | |

| Card Number | Description | | Annual Fee Due Date | This Month | Reward YTD($) |
|---|---|---|---|---|---|
| 4218 0805 0776 5776 | Debit$ to Annual Fee Waiver | 0 | 01 SEP 2019 | N.A. | N.A. |

## CHECK YOUR STATEMENT

Please check this statement & advise us of any discrepancies within 14 days of receipt. If we do not hear from you, we will take this statement as correct and binding.请查核这张结单，若有不符之处，请在收到之后十四天内通知我们。如果您没有通知我们，则我们将视此结单为正确无误，且具有约束力。
For enquiries, please call our Customer Service Officers at 1800 363 3333.

[redacted]

**OCBC Bank**

**Oversea-Chinese Banking Corporation Limited**
65 Chulia Street OCBC Centre Singapore 049513
Co.Reg No.: 193200032W

| TRANSACTION CODE | DESCRIPTION | | | | |
|---|---|---|---|---|---|
| A/C | Account | 账户 | INT | Interest | 利息 |
| A/C CLOSED | Account Closed | 关闭账户 | I/COLLN | Inward Collection | 进口托收 |
| ATM O | ATM Overseas | 海外自动柜员机 | IBG | Inter-Bank GIRO | 财路 |
| ATM PAYMENT | Automated Teller Machine Payment | 自动柜员机付款 | INB | Internet Banking | 网络银行 |
| ATM TRANSFER | Automated Teller Machine Transfer | 自动柜员机转账 | INB TRANSFER | Internet Banking Transfer | 网络银行转账 |
| ACU | Foreign Currency | 外币 | INS | Insurance | 保险 |
| ADJ | Adjustment | 调整 | L/C | Letter of Credit | 信用证 |
| ADV | Advance | 预付款 | L CHQ | Late Cheque | 逾期支票 |
| AMD | Amendment | 修改 | MER | Merchant | 信用卡特约商家 |
| ASI | Automated Standing Instruction | 自动长期指示 | NEGN | Negotiation | 信用证议付 |
| BANK CHARGES | Bank Charges | 银行费用 | NETS | NETS | 电子转账网络系统 |
| BAL | Balance | 余款 | NOM | Nominee | 信托人 |
| C/Order | Cashier's Order | 本票 | O/COLLN | Outward Collection | 出口托收 |
| CHQ DP | Cheque Deposit | 支票存入 | PAYMENT-MAS | MEPS Payment | 货币管理(MAS)电子付款系统-付款 |
| CC | Cash Card | 现金卡 | PER LOAN | Personal Loan | 个人贷款 |
| CDP | Central Depository | 中央托收私人有限公司 | PHN TRANSFER | PhoneBank Transfer | 电话银行转账 |
| COM | Commission | 佣金 | POS | Point of Sale | 销售终端 |
| CONV | Conversion | 外币兑换 | POST | Postage | 邮费 |
| CR | Credit | 货方/存货 | PREM | Premium | 保险费 |
| CRVISA | VISA Electron Credit | 维萨电子付款 | PS | Power Supply | 能源供应公司 |
| CANC TT | Telegraphic Transfer Cancellation | 电子汇款撤消 | REIMB | Reimbursement | 偿付 |
| DIV | Dividend | 股息 | RTN GIRO | Return GIRO | 退回财路 |
| DR | Debit | 借方/付出 | RTN CHQ | Return Cheque | 退回支票 |
| DD | Demand Draft | 即期汇票 | RECEIPTS-MAS | MEPS Receipts | 货币管理局电子付款系统-存入 |
| DVE | VISA Electron Purchases | 维萨电子 | SEC | Security | 证券 |
| DDB | Direct Debit | 直接财路付款 | SGD | Singapore Dollar | 新币 |
| DCR | Direct Credit | 直接财路存款 | SATM | Shared ATM | 供享自动柜员机 |
| EPS | Electronic Payment of Shares | 电子购股付款 | ST | SingTel | 新电信 |
| ES | EasiSave | 易式储蓄户口 | SER CHARGE | Service Charge | 服务费 |
| ES FIXED FEE | EasiSave Fixed Fee | 易式账户固定费用 | SHR | Share NETS | 供享电子转账网络系统 |
| ESA | Electronic Share Application | 电子股票认购 | T/R | Trust Receipt | 信托收据 |
| EXPORT LOAN | Export Loan | 出口贷款 | TT | Telegraphic Transfer | 电子付款 |
| FCY | Foreign Currency | 外币 | TRAN CHARGE | Transactoin Charge | 交易费用 |
| HSE LOAN | House Loan | 房屋贷款 | TRADE FINANCE | Trade Finance | 货易融资 |
| IMPORT LOAN | Import Loan | 进口贷款 | TRANSFER | Transfer | 转账 |

**Contact for Consumer Banking:**
**Phone Bank:** 1800 363 3333
**Email Addresss:** contactus@ocbc.com

**Contact for Business Banking:**
**Commercial Service Centre:** 6538 1111
**Email Address:** BizInteract@ocbc.com

**APPLICATIONS FOR INDIVIDUALS**

| | ATM Card | PHONE/INTERNET/MOBILE BANKING |
|---|---|---|
| Application for Banking Services | Apply at any OCBC Bank Branch | Three easy ways to apply:-<br>1. Apply at any OCBC ATM with your ATM Card and PIN.<br>● Select 'Other Services'<br>● Select 'Phone Banking Application' or<br>● 'Internet Banking/Mobile Banking Application';<br>or<br>2. Download and complete the following forms available at www.ocbc.com, and mail it back to the address stated on the form<br>● Phone Banking Services Form (Personal)<br>● Internet / Mobile Banking Services Form (Personal)<br>or<br>3. Apply at any OCBC Branch. |

**eBANKING APPLICATIONS FOR CORPORATES**

| | ATM Card | PHONE BANKING | INTERNET BANKING |
|---|---|---|---|
| Application for Access | Apply at any OCBC Bank Branch | Download and complete the Business PhoneBanking and eAlerts@ocbc Application Form available at www.ocbc.com, and mail it back to the address stated on the form. | Download and complete the Velocity@ocbc Application Form available at www.ocbc.com, and mail it back to the address stated on the form. |

**Deposit Insurance Scheme**

Singapore dollar deposits of non-bank depositors and monies and deposits denominated in Singapore dollars under the Supplementary Retirement Scheme are insured by the Singapore Deposit Insurance Corporation, for up to S$50,000 in aggregate per depositor per Scheme member by law. Foreign currency deposits, dual currency investments, structured deposits and other investment products are not insured.

[redacted]

OCBC Bank

**Oversea-Chinese Banking Corporation Limited**
65 Chulia Street OCBC Centre Singapore 049513
Co.Reg.No.: 193200032W

LAU KIM FUNG

STATEMENT OF ACCOUNT



## UPDATING YOUR PERSONAL PARTICULARS

You may update your address and contact numbers via OCBC Online Banking or our ATMs. Alternatively, you may download and submit the 'Change of address / contact details' form available on ocbc.com/forms.

## OCBC PROMOTION & INFORMATION

**OCBC SANCTION NOTICE**

OCBC is committed to comply with applicable sanctions, laws and regulations issued by the Government and/or UNSC. In so doing, we may choose not to transact with sanctioned individuals, entities, countries/territories such as North Korea, Iran, Syria, Cuba & Crimea.

For more information, visit any of our branches or log on to www.ocbc.com

CHANGE U
School of Continuing & Professional Education

Area A,A-03-04, Golden City Business Centre,Golden City, Yankin Township,
Yangon, Myanmar Phone: +95(9)265733863

Change U Myanmar International College Co., Ltd.
Co.,Reg.No. [illegible]

To,

Chairman

Myanmar Investment Commission

No-1, Thitsar Road, Yankin Township, Yangon

Date: 1 - 11 - 2018

**Subject:** **Permission for the application to investment in " Private Education Using International Curriculum" of ChangeU Myanmar International College Company Limited**

**Sir/Madam,**

1. **I am directed to refer to your Proposal for Investment Permission on the mentioned above subject and to say that Ministry of Commerce, Directorate of Investment and Company.**
2. **As per the procedure for application of investment proposal of Myanmar Investment Commission, I would like to submit the following documents for investing education services in Myanmar.**
3. **I also undertake the information of the following documents, are absolutely corrected. That issues with the approval of competent authority.**

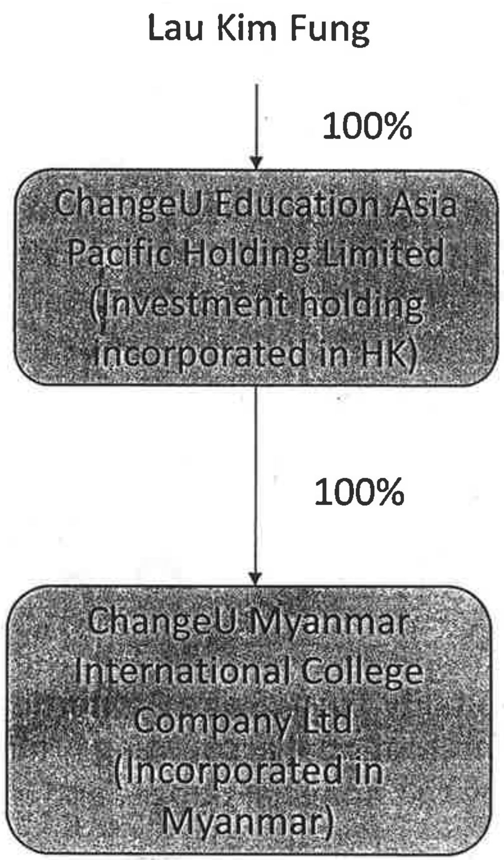
**Yours Faithfully**

**Mr. Lau Kim Fung**

Mr. Lau Kim Fung
Director
Change U Myanmar International
College Co., Ltd.

Annex 2.4

## Shareholding Structure



# Shareholder Background

**Lau Kim Fung, William**

- Mr. Lau graduated from Hong Kong Polytechnic University in 2004 with an Accountancy Degree and minor in Corporate Finance. He is currently the fellow member of Association of Chartered Certified Accountants (ACCA) and Hong Kong Institute of Certified Public Accountant (HKICPA). Moreover, he is currently attending Executive MBA in National University of Singapore with extensive executive network over the world.

- Mr. Lau has worked in Big 4 International accounting firms such as Ernst and Young China, PricewaterhouseCoopers Hong Kong, and Shinewing (HK) CPA, specializing in audit service of IPO and merge and acquisition transactions in the Main Board of Hong Kong and Singapore Stock Exchange for about 10 years.

- The listed clients include Ascendas Hospitality Trust, Swire Properties and Orient Overseas (International) Ltd. After such professional training in international accounting firms, he worked in Sincere Land Group, being Group Finance Manager, managing the financial budget and information system of over 30 active property projects in 10 cities in China.

# Shareholder Background

- He joined Uni Global Power Pte Ltd ("UGP") in 2013 and established all finance function, responsible for all financial functions in UGP and Golden City Yangon, including developing investment models, monitoring budgets for Golden City, and reviewing financing options. In April 2016, he helped Golden City to successfully obtain the financing projects from Industrial and Commercial Bank of China, May Bank, E-Sun Bank and financial support by KBZ bank and AYA bank in Myanmar, maintaining all relationships with domestic and foreign banks in Yangon.

- In 2016, he highly involved in the listing exercise of Golden City in Singapore Stock Exchange and on 20 December 2016, completed all financial and legal review as well as obtaining clearance of independent financial advisor within two months to achieve the listing status of UGP.

2:4

# Shareholder Background

- In 2017, he found Dragon Private Equity and Advisory Co. Ltd. to provide financial and international tax advisory, the investment structuring consulting services and advisory services on merger and acquisition to clients.

- In early 2018, he found ChangeU Asia Pacific Holding Ltd in Hong Kong and setup the first education investment in Myanmar.

- He is currently the VP Investment of Emerging Towns and Cities Singapore Limited, Director and CFO of Golden Land Real Estate Development Co., Ltd. and CFO of UGP, director of ChangeU Asia Pacific Holding Ltd, ChangeU Myanmar International College Co. Ltd and the director of Dragon Private Equity and advisory Co Ltd.

CHANGE U
School of Continuing & Professional Education

Area A,A-03-04, Golden City Business Centre,Golden City, Yankin Township,
Yangon, Myanmar Phone: +95(9)265733863

**ABE (UK) LECTURERS**

**Dr. Zin Wai Mar**

She obtained the Bachelor of Medicine and Surgery in University of Medicine and achieved the Master degree of Business Administration in Assumption of University in Thailand. She is currently obtaining PhD of Organization Development in Assumption University Thailand. She has strength in teaching human resources related subject being the Lecturer in Myanmar Management Institute, Centre for Strategic and International Studies, National Strategy and Management Studies, teaching human resource management.

She also worked as senior human resources officer in Myanmar Advantages Company Limited, Civil technics Myanmar Company Limited, Infinity Yangon Company Limited and Golden Zaneka Public Company Limited over 6 years.

**Mr. John Thuya Aung**

John Thuya is a dynamic and motived human resource professional and has rich experience in human resource and hospitality industry. He is currently the Country Manager of Jobs global Myanmar overseeing all functions of a human resources firm over 4 years. Before this position, he worked in Dubai over 8 years including Senior Human Resources position in Mubarak Marine and customer service team in Emirates Airline Dubai.

**Daw Aung Kay Thi**

She is a professional accountant equipped with practical business working experience in the workplace. She obtained BA (Hons) English degree in Dagon University and BA (Hons) Applied Accounting in Oxford Brooks University in UK and Master Degree of Business Administration in University of Wales UK. She is currently the member of Myanmar CPA and ACCA. Moreover, she continues her lifelong learning and achieving the Doctor degree of Business Administration in Victoria University, School of Management, in Switzerland.

She worked in UK over 5 years and further sharpen her accountancy working experience in large accounting firm including Ernst and Young and currently the Head of Internal Audit in Sathapana Limited.

In academic aspect, she previously acted as lecturer in U Tin Linn Oo LCCI Accountancy Training School, North Eastern Polytechnic College, Ubonrachathani in Thailand, and currently the lecturer of Business Institute of Yangon, Myanmar Professional and Development Centre, and Myanmar Institute of Business.

CHANGE U
School of Continuing & Professional Education

Area A,A-03-04, Golden City Business Centre,Golden City, Yankin Township,
Yangon, Myanmar Phone: +95(9)265733863

**Annex 2.8**

**Annual products / services**

ChangeU aims to perform for the following education services in Myanmar.

1. **ABE (UK) Course**
2. **ACCA Accounting Courses**
3. **IELTS Courses**
4. **English for Academic Purposes (EAP)**
5. **ChangeU English for Academic Purposes**
6. **ChangeU English for Specific Purposes**
7. **Leadership development program**

**ABE – Level 4 Equivalent qualifications achieved**

First year of 3 years Bachelor degree course, BTEC Professional Diploma with this qualification you can get onto the second year of a related Bachelor degrees.

**ABE – Level 5 Equivalent qualifications achieved**

HND, Higher Diploma, second year of 3 years Bachelor degree course Diploma with this qualification you can get onto the final year of a related Bachelor degrees.

**ABE – Level 6 Equivalent qualifications achieved**

Bachelor Degree, Graduate Diploma, BTEC Advanced Professional Award with this qualification you can go straight onto a related master (including MBA) degrees.

**For details, please see Annex 2.6 Prospectus**

CHANGE U
School of Continuing & Professional Education

Area A,A-03-04, Golden City Business Centre,Golden City, Yankin Township,
Yangon, Myanmar Phone: +95(9)265733863

**Annex 2.9**

**Coporate Social Responsibility Plan**

ChangeU empower corporate social responsibility whereby providing scholarship and donation acting as a helping hand to the country's education development. We passionate it through contributing 1% of the total revenue of ChangeU Myanmar to the society where it is mainly related to the education for the purpose of building better future of the country. ChangeU Foundation Fund aims for the younger generation who has the responsibility of the tomorrow's society. As we know, the educated person is a kind of asset to the society can provide the country's growth and development. Education is the essential foundation of the whole country's development and its future. Especially, it is more important for the youngsters; younger generation who are the future leaders of the tomorrow's society.

**Staff Welfare plan**

- Leave allowance in accordance with the law
- Full time staff can have 80000 MMK allowance for transportation and meal
- 80 hours free course provided by ChangeU Myanmar
- 20 hours department focus training provided to staffs
- benefit under Social Security Act
- Other social welfare program from the Company including trainings

**Campus Safety**

ChangeU aims to provide a safe environment for its students and staff members. Although existing campus building is housed in crowded area and security easy for accessible going to our school and the building also already has fixed escape ladder, 24 hours standby electricity, enough car parking. Management will be improved the fire safety training for its staff members, may be repeated to adequately prepare for an event of emergency.

Annex 2.10

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**Annex 2.10**

**Annual electricity and water requirement**

ChangeU International Myanmar College Company Limited was established in August 2018. Currently, the estimated amount of the used electricity are 1852 units per month and used water energy are 285 units per month for ChangeU Office located at Junction Square.

Annex 2.16

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Annex 2.16

**Education reference of management persons, degree certificates and evidences of teachers by subjects**

**Lau Kim Fung, William ( Founder & Chief Executive Officer)**

Mr. Lau graduated from Hong Kong Polytechnic University in 2004 with an Accountancy Degree and minor in Corporate Finance. He is currently the fellow member of Association of Chartered Certified Accountants (ACCA) and Hong Kong Institute of Certified Public Accountant (HKICPA). Moreover, he is currently attending Executive MBA in National University of Singapore with extensive executive network over the world.

Mr. Lau has worked in Big 4 International accounting firms such as Ernst and Young China, PricewaterhouseCoopers Hong Kong, and Shinewing (HK) CPA, specializing in audit service of IPO and merge and acquisition transactions in the Main Board of Hong Kong and Singapore Stock Exchange for about 10 years.

The listed clients include Ascendas Hospitality Trust, Swire Properties and Orient Overseas (International) Ltd. After such professional training in international accounting firms, he worked in Sincere Land Group, being Group Finance Manager, managing the financial budget and information system of over 30 active property projects in 10 cities in China.

He joined Uni Global Power Pte Ltd ("UGP") in 2013 and established all finance function, responsible for all financial functions in UGP and Golden City Yangon, including developing investment models, monitoring budgets for Golden City, and reviewing financing options. In April 2016, he helped Golden City to successfully obtain the financing projects from Industrial and Commercial Bank of China, May Bank, E-Sun Bank and financial support by KBZ bank and AYA bank in Myanmar, maintaining all relationships with domestic and foreign banks in Yangon.

In 2016, he highly involved in the listing exercise of Golden City in Singapore Stock Exchange and on 20 December 2016, completed all financial and legal review as well as obtaining clearance of independent financial advisor within two months to achieve the listing status of UGP.

In 2017, he found Dragon Private Equity and Advisory Co. Ltd. to provide financial and international tax advisory, the investment structuring consulting services and advisory services on merger and acquisition to clients.

In early 2018, he found ChangeU Asia Pacific Holding Ltd in Hong Kong and setup the first education investment in Myanmar.

He is currently the VP Investment of Emerging Towns and Cities Singapore Limited, Director and CFO of Golden Land Real Estate Development Co., Ltd. and CFO of UGP, director of ChangeU Asia Pacific Holding Ltd, ChangeU Myanmar International College Co. Ltd and the director of Dragon Private Equity and advisory Co Ltd.

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**ACCA LECTURERS**

**Lau Kim Fung, William**

Mr. Lau graduated from Hong Kong Polytechnic University in 2004 with an Accountancy Degree and minor in Corporate Finance. He is currently the fellow member of Association of Chartered Certified Accountants (ACCA) and Hong Kong Institute of Certified Public Accountant (HKICPA). Moreover, he is currently attending Executive MBA in National University of Singapore with extensive executive network over the world.

Mr. Lau has worked in Big 4 International accounting firms such as Ernst and Young China, PricewaterhouseCoopers Hong Kong, and Shinewing (HK) CPA, specializing in audit service of IPO and merge and acquisition transactions in the Main Board of Hong Kong and Singapore Stock Exchange for about 10 years.

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**Daw Aung Kay Thi**

She is a professional accountant equipped with practical business working experience in the workplace. She obtained BA (Hons) English degree in Dagon University and BA (Hons) Applied Accounting in Oxford Brooks University in UK and Master Degree of Business Administration in University of Wales UK. She is currently the member of Myanmar CPA and ACCA. Moreover, she continues her lifelong learning and achieving the Doctor degree of Business Administration in Victoria University, School of Management, in Switzerland.

She worked in UK over 5 years and further sharpen her accountancy working experience in large accounting firm including Ernst and Young and currently the Head of Internal Audit in Sathapana Limited.

In academic aspect, she previously acted as lecturer in U Tin Linn Oo LCCI Accountancy Training School, North Eastern Polytechnic College, Ubonrachathani in Thailand, and currently the lecturer of Business Institute of Yangon, Myanmar Professional and Development Centre, and Myanmar Institute of Business.

**Daw Nwe Nwe Soe**

She has over 13 years experiences in Accountancy field and currently holds the member of ACCA, Singapore chartered Accountant, and Myanmar Certified Public Accountant. She also has the master degree and bachelor degree of Commerce from Yangon Institute of Economics.

She is being Financial Controller in IGE Infra Group managing the real estate and construction segment and previously work in Capital Diamond Start Group and Naing Group Construction Co., Ltd. Apart from Myanmar, she has international working experience in Singapore over 5 years. With her professional expertise in accountancy, she can help students to transform their knowledge into working place not only focus on accounting but also sharpen the leadership role in the corporations.

**Terence Kyaw Thuya**

He has 11 years working experience in Accounting, Finance & Business of which 7 years in managerial positions, being Finance Manager in Emirates Airline and Business Analysis Manager in Telenor Myanmar and Financial Planning and Analysis Director in Oway Travels & Tours Co. Ltd. Such experiences inspire him to contribute the accountancy industry in Myanmar.

He is currently the ACCA affiliate and obtained Bachelor of Arts of English Literature Studies in Dagon University, BSs (Hons) of Applied Accounting in Oxford Brookes University through studying in Singapore Accountancy Academy.

**Daw Win Win Htwe**

She is currently Treasury Manager in Ooredoo Myanmar managing all functions of cash management over 3 years. She also previously worked as Chief Accountant in Thanlyin Estate Development Limited under Yoma Strategic Holding and being senior accountant in Myanmar Hotels & Cruises Ltd. With over 10 years accounting background, she got a lot of practical skills to share with students how to use the accountancy career as a lifelong objective.

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**ENGLISH LECTURERS**

**U Than Htike Lynn @ Xavier**

Achieved M.A in TEFL Teaching of English Language from Yangon Institute of Education and B.A (English for Occupational Purposes) Yangon University. Has over 20 years of English teaching experience and also worked as a syllabus designer/ course designer for Pact Myanmar INGO, UNDP. English Language Teaching as a Professor at the Myanmar Supply Chain College (MSCC) and Buddhist Studies College. And previously acted as a Principal cum Founder of Royal Academy Language Centre (Yangon) and Principal cum Founder of Leader Language and Management School (Mandalay).

**Daw Myint Thuzar Aung**

She has 8 years' experience teaching and development English curriculum in Myanmar including working as business English teacher in Myanmar Imperial College, language teacher in New English Cyber English Centre. With her interactive teaching approach, she can effectively help students to use of English in the workplaces.

She previously got the Bachelor Degree of Arts in English and obtained the Master Degree of teaching English as a foreign language. She is currently studying the Master of Development Study in Yangon University of Economics for her passion to assist the country development.

Annex 2.15

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**Annex 2.15**

**Type of private school**

- ChangeU is independent in its finances to any others. It is usually independent to finance its operations, nor reliant on taxpayer contributions, and is instead funded by a combination of charges, donations, and in some cases the investment yield of a financial endowment.

| No | Title | Description |
|---|---|---|
| 1 | Campus Area | • Emergency and crisis preparedness<br>• School police staffing; on a lesser level school guards, adult hall monitors, schoolyard guards and instructors trained in basic defense operatives.<br>• Internal security that covers confidential items like office management and registration paperwork.<br>• Campus and community collaboration for safety in not only the school but surrounding neighborhoods. |
| 2 | Environment | • School environment is broadly characterized by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. It sets the stage for the external factors that affect student.<br>• School environment having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy.<br>• There are some hallmarks of the ~~academic~~, disciplinary, and physical environments of schools with a positive climate. |
| 3 | Health | • Having hygiene environment<br>• Prevent violence and bullying<br>• Tobacco use prevention<br>• Alcohol use prevention<br>• Illegal drug use prevention<br>• Sun safety<br>• Good pest control procedures<br>• Crisis preparedness and response<br>• Suitable for pregnancy students |
| 4 | Cleanliness | • Always refer to organization's instructions.<br>• Use safe and appropriate equipment.<br>• Ensure equipment is clean and dry before starting a task.<br>• Plan their work route.<br>• Use hazard warning signs when the cleaning involves wet floor surfaces.<br>• Check all cleaning equipment for damage or wear.<br>• Report any defective or damaged equipment to the School Business Manager. |

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| | | |
|---|---|---|
| | | • Ensure all electrical equipment has been tested for safety.<br>• Perform necessary safety checks.<br>• Briefly test each machine after performing a safety check.<br>• Ensure cables are kept behind machines and do not present trip hazards.<br>• Avoid adjusting fittings on a machine that is plugged in.<br>• Wear appropriate PPE at all times.<br>• Never mix cleaning agents.<br>• Ventilate any area where cleaning chemicals are being used.<br>• Always add a cleaning agent to water, rather than adding water to the agent, to prevent the possibility of the agent being splashed into the eyes/onto skin. |
| 5 | Security | Staff:<br>• Staff based in school are the only staff to know the combination of the door lock.<br>• Staff to contact the office or senior staff in an emergency.<br>• Staff to have meetings with parents in the Conference Room or on the benches outside the office.<br>• All staff must challenge visitors who are not wearing a visitor's badge.<br><br>Visitors:<br>• All visitors, including contractors, to come to main office entrance, report to School Secretary, sign in the visitors' book and wear a visitor's badge.<br>• All parents to make an appointment to meet with a member of staff. To follow the same procedure as above.<br>• All other services based in the School must sign in at the office.<br>• Contractors reporting to Nursery entrance must report to the office, sign in and wear a visitor's badge.<br>• Parents to be reminded of our security strategies on a regular basis through "Premises, Health and Safety" Newsletters written by the Principal.<br>• All staff must ensure that the people trying to gain entry to the School should enter via the office. They should not gain entry through the car park door.<br><br>Hardware:<br>• Push button combination locks operate on the main entrances to school.<br>• All external doors to be kept closed (doors can be opened internally but not externally). |

| | | |
|---|---|---|
| | | • All rooms containing equipment that may pose a risk to be kept locked - caretaker's room, I.T. server room, parents' room, science cupboard, telephone room, I.T. room, school kitchen and rooms containing cleaning equipment.<br>• All upstairs windows to be secured. They do not open fully.<br><br>Outside School:<br>• School gates to be kept locked out of school hours.<br>• School gates to be kept closed and bolted during school hours.<br>• Children must not play in areas marked as out of bounds - by the school gates and by the school sheds.<br>• All staff to challenge visitors on the school grounds during playtimes.<br>• For school netball and football matches, the internal door must be locked so that access can be gained to the girls' toilets without need to enter the main building.<br><br>*Security of Equipment:*<br><br>Inside School Building<br>• All expensive, portable equipment to be marked as belonging to the School.<br>• All valuable and recognisable equipment to be photographed.<br>• The infra-red intruder alarm system to be in operation when the school is closed.<br>• Staff to be responsible for returning equipment to the secure area.<br>• Staff to "sign out" equipment which is taken home, e.g. lap-top computer, tape recorder.<br><br>Outside School Building<br>• Climbable walls and drain pipes to be coated with anti-climb paint and inspected regularly.<br>• Security fencing to the front and side of the school to prevent intrusion.<br>• Security of Staff, Visitors, Pupils and Equipment during whole-school events.<br>• All CD's, cameras and personal belongings to be stored in storage containers and locked in cupboard by Principal's office.<br>• All televisions to be stored in rooms that are locked.<br>• All rooms apart from classrooms, kitchen and staffroom to be locked.<br>• Staff to meet with parents in the Hall. |

| | | |
|---|---|---|
| | | Fundraising Events<br>• All rooms apart from those required to be locked.<br>• All CD's, cameras and personal belongings to be stored in storage containers and locked in cupboard by Principal's office.<br>• For outside events - football matches, fairs, internal doors by toilets to be locked so people have access to toilet facilities without having access to school building. |
| 6 | Fire | Fire Alarm Test: Date of test, number of call points tested and whether test was satisfactory, including whether automatic door releases operated.<br>Emergency Lights: Date of test, numbers or locations of lights tested and whether test was satisfactory.<br>Free operation of fire exit doors: Date of test, list of all fire exit doors checked and results of tests.<br>Emergency Evacuation Drill: Date of drill, time taken to evacuate and details of any lessons learnt / areas for improvement.<br>Fire Safety Training: Date of training, nature of training, duration of training, names of trainees and name of instructor.<br>Fire Risk Assessment: Date of assessment, name of assessor, reason for assessment, findings of assessment and details of any recommendations. |

Lau Kim Fung, William

Mr. Lau graduated from Hong Kong Polytechnic University in 2004 with an Accountancy Degree and minor in Corporate Finance. He is currently the fellow member of Association of Chartered Certified Accountants (ACCA) and Hong Kong Institute of Certified Public Accountant (HKICPA). Moreover, he is currently attending Executive MBA in National University of Singapore with extensive executive network over the world.

Mr. Lau has worked in Big 4 International accounting firms such as Ernst and Young China, PricewaterhouseCoopers Hong Kong, and Shinewing (HK) CPA, specializing in audit service of IPO and merge and acquisition transactions in the Main Board of Hong Kong and Singapore Stock Exchange for about 10 years.

The listed clients include Ascendas Hospitality Trust, Swire Properties and Orient Overseas (International) Ltd. After such professional training in international accounting firms, he worked in Sincere Land Group, being Group Finance Manager, managing the financial budget and information system of over 30 active property projects in 10 cities in China.

He joined Uni Global Power Pte Ltd ("UGP") in 2013 and established all finance function, responsible for all financial functions in UGP and Golden City Yangon, including developing investment models, monitoring budgets for Golden City, and reviewing financing options. In April 2016, he helped Golden City to successfully obtain the financing projects from Industrial and Commercial Bank of China, May Bank, E-Sun Bank and financial support by KBZ bank and AYA bank in Myanmar, maintaining all relationships with domestic and foreign banks in Yangon.

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# Fellow

This is to certify that

LAU KIM FUNG

was admitted a fellow of the Association
on 31 December 2012

Given under the Seal of the Association
on 16 March 2013

President

Deputy President

Secretary

ACCA

Association of Chartered Certified Accountants

CPA

Hong Kong Institute of
Certified Public Accountants
香港會計師公會

(INCORPORATED BY THE PROFESSIONAL ACCOUNTANTS ORDINANCE, CAP. 50 SINCE 1 JANUARY 1973)

# CERTIFICATE OF MEMBERSHIP

THIS IS TO CERTIFY THAT

LAU, KIM FUNG

劉 劍 峰

IS A

CERTIFIED PUBLIC ACCOUNTANT

OF THE INSTITUTE

GIVEN UNDER THE COMMON SEAL OF

THE HONG KONG INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS

DATED THIS 9th DAY OF JULY 2018

COUNCIL MEMBER

REGISTRAR

MEMBERSHIP NO.: A47810

THIS CERTIFICATE REMAINS THE PROPERTY OF THE INSTITUTE

# Theint Lwin Mar Soe



**Applied Post** ACCA Lecturer

## sonal Data

| | |
|---|---|
| Date of Birth | 23 June 1990 |
| NRC No | MTNT - 036068 |
| Nationality | Myanmar |
| Marital Status | Single |

## Education

| | |
|---|---|
| 2007 - 2010 | Bachelor of Business Management (BBM), National Management Degree College |
| 2010 - 2013 | Association of Chartered Certified Accountants **ACCA Part II (UK)** |

## Key Competencies

- ✓ Planning and organization skill
- ✓ Sound knowledge of management theories and hands-on leadership experience
- ✓ Communication skill (can communicate well in English)
- ✓ Result-oriented management

## Employment History

**Finance & Admin Manager** Mar 2014 to Jan 2018

(Myanmar Zircon Co., Ltd - leading laboratory chain which has around 400 employees)

## Freelance Experience

Part-time lecturer at MIB

## Achievements

**Best performed staff award** in 2016

First prize winner in 1st year study and was always on the list of top 3 students at university

Email: hr@jobsglobalmyanmar.com |Phone: 09-400559960 | 09-423776367
www.jobsglobal.com

Title : ACCA Lecture (Prefer F3 paper)

## PROFESSIONAL WORKING EXPERIENCES

(1)Company : IGE Infra Group
Business Type : Real Estate Development, Road & Bridge Construction, Batching Plant (concrete master) and Muse Development Zone
Position Title : Financial Controller (Promoted from Finance Manager at IGE Land)
Date Joined : Jul 2018 to Present

(2)Company : IGE Land Co., Ltd
Business Type : Real Estate Development and Project Management Service
Position Title : Finance Manager
Date Joined : Mar 2017 to June 2018 (Promoted to Financial Controller at IGE Infra)

(3)Company : Capital Diamond Star Group (CDSG)
Business Type : Real Estate Cluster (Development and Construction), Retail Cluster (Hyper/Supermarket and Food & Beverage) Food Cluster (Grab & Go Convenience Stores)
Position Title : Financial Reporting and Analyst
Date Joined : July 2016 to Mar 2017

(4)Company : Naing Group Construction Co., Ltd
Business Type : Development and Construction
Position Title : Deputy Financial Controller
Date Joined : January 2014 to February 2016

(5)Company : Teleplan Service Solutions Asia B.V., Located in Singapore
Business Type : Lifecycle Care Service for Electronics
Position Title : Accountant/Site Finance Controller
Date Join : August 2009 to December 2013

(6)Company : PB Corporate Service Pte. Ltd, Located in Singapore
Business Type : Corporate Service Firm
Position Title : Accounts Executive
Date Join : May 2008 - August 2009

(7)Company : Shwe Myanmar Trading Pte. Ltd
Business Type : Trading Company, Myanmar
Position Title : Accounts Executive
Date Join : March 2006 to November 2007

## TEACHING EXPERIENCE

(1)Company : Micro Empire
Business Type : M-BIZ Accelerator
Position Title : Accounting and Financial Training Freelance Coach
Classes Joined : Since Jan'2017 to Present (On event basis)

**Responsibilities:**

- Providing Accounting and Financial Training to SME owners
- Providing Accounting service to SME owners who were selected from Micro Empire for investment

(2) Company : Finance, Accountancy and Management Institute (FAMI)
Business Type : Education Company
Position Title : Instructor for Essential Knowledge for Financial Accounting
Classes Joined : Since Jun'2018 to Present (1 Day course on monthly basis)

**Responsibilities:**

- Providing Financial Accounting training to Non-finance manager
- Providing Accounting knowledge to potential finance manager, who are currently in Accountant position

(3) Company : Myanmar Career Bridge Academy (MCBA)
Business Type : Education Company
Position Title : Lecturer for IQN- Certified Financial Specialist Subject
Classes Joined : September 2018 to Present

**Responsibilities:**

- Teaching Financial Accounting subject to the students for IQN certification



## Personal Profile

# Nwe Nwe Soe

Address: Bldg.11, Room 21,
Yan Aye Street,
Shwe Ohn Pin Housing 1,
Yankin Township, Yangon, Myanmar.

**Apply Position** : **ACCA Lecturer**

## PERSONAL PARTICULARS

| | | |
|---|---|---|
| Name | : | Nwe Nwe Soe (Mrs.) |
| Date of birth | : | 25-July-1981 |
| Nationality | : | Myanmar |
| Religion | : | Buddhist |
| Gender | : | Female |
| Marital status | : | Married |
| Total Experience | : | About 13 years |
| Relevant Experience | : | About 6 years in Singapore and About 7 years in Myanmar |

## MEMBERSHIP

| | |
|---|---|
| Accountancy Body | : Association of Chartered Certified Accountant (ACCA) -UK |
| Membership Status | : ACCA (Affiliate) ID: 1608113 |
| Accountancy Body | : Institute of Singapore Chartered Accountant (ISCA) |
| Membership Status | : ISCA (Associate) ID: 718493 |
| Accountancy Body | : Myanmar Institute of Certified Public Accountant (MICPA) |
| Membership Status | : Member ID: 1220/2017 (NP) |

## QULIFICATION

| | |
|---|---|
| Qualification | : Certified Public Accountant (CPA) Myanmar (Non-practicing) |
| Year | : 2017 |
| Qualification | : ACCA (Affiliate All ACCA papers had been completed) |
| Year | : 2017 |
| Qualification | : ACCA –Professional Level (Part III) |
| School | : London School of Business and Finance, Singapore |
| Year | : 2011 – 2013 |

| | |
|---|---|
| Qualification | : Advanced Diploma in Accounting and Business (ACCA Part II) |
| School | : KAPLAN FINANCIAL, Singapore |
| Obtained Year | : 2008 - 2011 |

| | |
|---|---|
| Qualification | : Master of Commerce (M.Com) |
| Institute | : Yangon Institute of Economics |
| Graduation Year | : 2008 |

| | |
|---|---|
| Qualification | : Bachelor of Commerce (B.Com) |
| Institute | : Yangon Institute of Economics |
| Graduation Year | : 2004 |

| | |
|---|---|
| Qualification | : Group Diploma in Managerial Principle (LCCI Level III) |
| Institute | : London Chamber of Commerce and Industry |
| Year | : 2003 |

| | |
|---|---|
| Qualification | : Group Diploma in Marketing (LCCI Level III) |
| Institute | : London Chamber of Commerce and Industry |
| Year | : 2003 |

| | |
|---|---|
| Qualification | : Group Diploma in Accounting (LCCI Level III) |
| Institute | : London Chamber of Commerce and Industry |
| Year | : 2001 |

| | |
|---|---|
| Qualification | : CERTIFICATE of Booking and Accounts (LCCI |
| Institute | : London Chamber of Commerce and Industry |
| Year | : 2001 |

## COMPUTER PROFICIENCY

- Microsoft AX (ERP system)
- ORACLE + NETSUITE (ERP system)
- Industrial and Financial Accounting Software (Singapore)
- MYOB Computerized Accounting Software
- QuickBooks Computerized Accounting Software
- UBS Computerized Accounting Software
- PEACH TREE Computerized Accounting Software
- ACCPAC Computerized Accounting Software
- Microsoft Word, Excel & PowerPoint

## CARRIER OBJECTIVE

- To share my knowledge and experience to young generation

## JOB REFERENCE



**Aung Kay Thi**
**Curriculum Vitae**


| | |
|---|---|
| **Address** | **Room 110 , Building 2**<br>**1st Floor**<br>**Aung Zay Ya Yeik Mon**<br>**Ahlone Township**<br>**Yangon** |
| **Apply Position** | ACCA Lecturer |


**<u>Professional</u>**

2017-Current

Research Candidate
Doctor of Business Administration (Victoria University, School of Management, Switzerland)

| | |
|---|---|
| 2016 ( August) | CPA ( Myanmar) |
| 2012-2013 | MBA (International Financial Management) (University of Wales) , UK |
| 2007-2012 | ACCA(Member) |
| 2007-2011 | BSc(Hons:)Applied Accounting(Oxford Brooks University) ,UK |
| 2001-2002 | Diploma In Accounting (London Chamber Of Commerce And Industry),UK |
| 1997-200 | BA(Hons:) English, MA(F1)(Dagon University), Myanmar |
| 1998-1999 | Diploma in Business Studies (Yangon Institutes of Economic),Myanmar |

*Career* **History**

**2016 October - Current**

**Company:** Sathapana Limited ( Microfinance)

**Position:** Head of Internal Audit

**Duties & Responsibilities:**

- Setting up audit policies and procedures
- Communication to those charged with governance
- Develops a flexible annual audit plan using appropriate risk-based methodology, including any risks or control concerns identified by management, and submit that plan to the audit committee for review and approval.
- Implements the annual audit plan, as approved, including, and as appropriate, any special tasks or projects requested by management and the audit committee.
- Maintains a professional audit staff with sufficient knowledge, skills, experience, and professional certifications to meet the requirements of this charter.
- Leads the activities of the department to ensure that all work is performed independently without bias, with due diligence and timeliness, with adequate support for appropriate findings and recommendations provided in well-written reports.
- Performs or assists in the investigation of significant suspected fraudulent activities within the organization and notifies management and the audit committee of the results.
- Issues periodic reports to the audit committee and management summarizing results of audit activities. 2013 - Current

**Company:**

- Business Institutes of Yangon (MHR II)
- Myanmar Professional and Development Centre
- Myanmar Institutes of Business

**Position:** Part Time Business Lecturer

**Duties & Responsibilities:** Delivering the lectures for the following modules:

- ACCA ( F1 , F6 and F8)
- Business Ethics
- Managing People and Organisation
- CIMA (F1 ,F2, P1) , ACCA ( P1 , P2 , P3 , P6 , P7)
- Strategic Management
- International Business Management
- Corporate Finance
- Principles of Marketing

2015 March -2016 March

**Company:** Ernst and Young (Myanmar) Audit Firm
**Position:** Senior Manager

**Duties & Responsibilities:**

- Leading Learning and Development Department for inhouse training especially in International Standards of Auditing and International Financial Reporting Standards and consulting the IFRS issues for the audit team.
- Auditing City Square Office under Shwe Taung Group , VSL Thailand Construction Company , Unimit Engineering Company ,Japanese Companies such as Takashi , Token , Kumagai , Kendenko Company Limited , Manulife Myanmar , IMS Consulting .
- Managing Accounting Assignments for clients from different industries such as Cisco System Company , Tokyo Marine Insurance Company and Microsoft Myanmar Company Limited.
- Managing due diligence projects for international investors and business development projects.( Thaicom Company , LG International Company , etc)

## (Settled in Myanmar)

2012 August-2012 December

**Company:** Redspot Group Care (Contracts) Ltd,
New Cross , London ,UK

**Position:** Finance Officer

**Duties & Responsibilities:**

- Managing carers' payroll , treasury department , statutory sick leaves , benefits , etc.
- Handling and solving the carers' query and clients complaints
- Credit control
- Dealing with service users
- Invoicing using Sage line 50
- Preparing managing account
- Reporting Finance Director

2010 August -2012 July

**Company:** KG Accountancy Firm- Streatham Common , London ,UK

**Position:** Accounts Manager

**Duties & Responsibilities:**

- Dealing with clients
- Monthly bank reconciliation.
- Issuing monthly pay slips for each client.
- Month end adjustment.(Journal Adjustments)
- General ledger entries by using Quick Book
- Dealing with statutory returns.( Annual return , Tax return , P11D , VAT return , etc)
- Chasing outstanding customer accounts.
- Resolution of invoice queries including credits and overdue invoices.
- Monthly / quarterly management accounts preparation.
- Preparation of year end accounts for clients.

2008-2010July

**Company:** BS Suppliers Ltd ,Leyton,London,UK

**Position:** Book-keeper

**Duties & Responsibilities**

- Sale and Purchase ledgers management and invoicing by using Quick Book
- Bank reconciliation & cash collection, credit control
- Issuing cheques, vouchers & other payment
- General finance administration and expense claim processing .
- Dealing with queries from clients and manage posting
- Preparing and filing quarterly VAT return
- Preparing and filing annual corporate tax return and annual return
- Reporting to finance head.

2007-2008

**Company:** Greggs Bakery Plc, London

**Position:** Customer Service Assistant

**Duties & Responsibilities:**

- Serving customers
- Making sandwiches and displaying
- Handling the till
- Stock taking and ordering

**(Leave Myanmar for further study)**

2004-2007

**Company:** U Tun Linn Oo
LCCI Accountancy Training School
266 3rd Floor
Kyikekasan Street
Tarmwe
Myanmar

**Position:** Lecturer

**Duties&Responsibilities**

- Teaching LCCI level 1, 2 and 3

2003-2004

**Company:** North Eastern Polytechnic College , Ubonrachathani , Thailand

**Position:** Lecturer

**Duties & Responsibilities**

- Teaching Business English

***2000- 2003 Back to University as the government reopened the University that was closed for three years due to political affairs)***

1998June-1999 December

| | |
|---|---|
| **Company:** | United International Groups Ltd<br>Yankin<br>Myanmar |
| **Position:** | Assistant Accountant |

**Duties & Responsibilities**

- Cash book handling
- Handling wages for daily workers
- Journal entry adjustments for advance expenses
- Reconciliation of vouchers & other payment
- General finance administration and expense claim processing
- Posting weekly transactions into Tally accounting system
- Doing ad hoc basis as per chief accountant

**References**
Available on request.

# CURRICULUM VITAE

## PERSONAL



| | |
|---|---|
| Name: | Ms. Phyo Lai Yee Win @ June One |
| Father's Name: | U Nyunt Win |
| N.R.C No: | 10/ MaLaMa (N) 199241 |
| Date of Birth: | 21.6.1989 |
| Marital Status: | Single |
| Religious: | Buddhist |
| Nationality: | Myanmar |
| Gender: | Female |
| Contact Phone: | 095035043 |

## EDUCATION BACKGROUND

| | |
|---|---|
| Year: | Aug'2014 to Jun'2016 |
| Institution: | **Bangkok University** |
| Qualification: | **MBA (International Program)** |
| | |
| Year: | Jun'2006 to Nov'2009 |
| Institution: | **Mawlamyine University, Myanmar** |
| Qualification: | **B.Sc Marine Science** |
| | |
| Year: | Jan'2012 to Dec'2012 |
| Institution: | **ABE School** |
| Qualification: | **Post Graduate Level of MBA** |

| | |
|---|---|
| Year: | Oct'2012 to Jan'2013 |
| Institution: | **Ministry Of Foreign Affairs** |
| Qualification: | **Basic Diplomatic Skills (BDS)** |

| | |
|---|---|
| Year: | Feb'2011 to Nov'2011 |
| Institution: | **THAMES International Business School** |
| Qualification: | **IDBA (International Diploma in Business Administration)** |

## WORK EXPERIENCES

| | |
|---|---|
| Period: | From February'2009 - January'2011 (2 Years) |
| Company: | **Standard Power Group Co., Ltd.** |
| Location: | Yangon, Myanmar |
| Position: | **Admin Officer** |

Responsibilities:

- Maintain and update company database
- Manage office supplies stock and placing orders
- Prepare regular report on expense, office budgets and financial statement
- Assist to general supply for PETRONAS Myanmar Co., Ltd.
- Update payroll record and provide monthly payroll
- Update daily record for attendants
- Managing office supplies stock and placing orders
- Arrange for Delegation
- Update office policies as needed
- Arrange travel and accommodations

o

Period: From January'2011 - June'2012 (1.5 Years)

Company: **Fullmoon Service Co., Ltd.**

Location: Yangon, Myanmar

Position: **Customer Service Officer**

Responsibilities:

- Assist in preparing shipping documentations
- Ensure minimizing unnecessary expenses
- Follow up on the delay that may occur during the export and import process in timely manner until is resolved
- Communicate with Shippers & Consignees
- Prepare and submit the cash transaction approvals for the clearance
- Tracking and collecting all the pertaining documents before arrival of cargo
- Prepare Export & Import monthly report

Period: From July'2012 - August'2013 (1 Year)

Company: **Raffles International Office**

Location: Yangon, Myanmar

Position: **Education Consultant**

Responsibilities:

- Organize various committees, workshops and conferences to promote social and intellectual welfare of the students
- Expedite to complete tasks within a given time frame with effective time management
- Analyze and Maintain financial records
- Analyze Budget and report to Singapore Office
- Perform administrative works
- Arrange for Delegation
- Arrange Monthly Education Seminar

| | |
|---|---|
| Period: | From October'2013 - December'2015 (2.2 Years) |
| Company: | **Asia Road Express Co., Ltd** |
| Location: | Bangkok, Thailand |
| Position: | **Marketing Executive (Business Development Department)** |

Responsibilities:

- Survey and analyze Myanmar local market situation
- Prospect for potential new clients and turn this into increased business.
- Identify potential clients, and the decision makers within the client organization.
- Identify opportunities for campaigns, services, and distribution channels that will lead to an increase in sales.
- Arrange business development meeting and Training
- Communicate with Myanmar, Cambodia, Lao, Vietnam & Singapore for handling border trade shipments
- Maintain good relationship with customers
- Arrange delegation to Myanmar every month

| | |
|---|---|
| Period: | From 23 May'2016 to June' 2017 (1 Year) |
| Industry: | Oil & Gas |
| Company: | **China National United Oil Corporation (Myanmar Branch)** |
| Location: | Yangon, Myanmar |
| Position: | **Operation Executive** |

Responsibilities:

- Analyze Myanmar local petrol market
- Manage the import process & ensure compliance with local and foreign government laws and regulations
- Develop and maintain overall logistics functional procedures, support system and process, operating manual for overall and each area of logistics activities

- Negotiate with clients and handle issues with customs officials
- Communicate with local customers & Singapore side
- Maintain good relationship with royal customers
- Arrange delegation every month
- Participate for Government Tender

Period: From July'2017 - Now

Company: **AA Medical Product Co., Ltd.**

Location: Yangon, Myanmar

Position: **Manager (Import Department)**

Responsibilities:

- Expedite the flow of traffic to/from foreign destinations, including customs documentations and transportations
- Accurate and timely application of required import license in time
- Manage & study modern technology and improvement in logistics cost and services.
- Develop and maintain overall logistics functional procedures, support system and process, operating manual for overall and each area of business
- Cutting any waste and unnecessary costs to create a streamlined process and fast production times
- Work with suppliers to ensure that key processes are running efficiently and cost-effectively
- Consult with principals and suppliers regarding insurances, duties and taxes
- Ensure the efficiency and effectiveness of Imports & Exports
- Timely shipment clearance without demurrage and detention charges
- Accurate and timely payment to suppliers on time
- Check and update custom duty and commercial tax
- Perform Damage & Quality Claim process
- Train and supervise the staffs to get knowledge of specified SOPs and process in order to comply with its requirements.

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# Academic Writing

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Stephen Bailey



# Academic Writing

Most international students need to write essays and reports for exams and coursework, but writing good academic English is one of the most demanding tasks students face. This new, fourth edition of *Academic Writing: A Handbook for International Students* has been completely revised to help students reach this goal.

The four main parts of *Academic Writing* are:

- The Writing Process
- Elements of Writing
- Vocabulary for Writing
- Writing Models

Each part is divided into short units that contain examples, explanations and exercises, for use in the classroom or for self-study. The units are clearly organised to allow teachers and students to find the help they need with writing tasks, while cross-referencing allows easy access to relevant sections.

In the first part, each stage of the writing process is demonstrated and practised, from selecting suitable sources, reading, note-making and planning through to rewriting and proofreading.

The fourth edition of this popular book builds on the success of the earlier editions, and has a special focus on the vital topic of academic vocabulary in Part 3, 'Vocabulary for Writing'. Part 3 deals with areas such as nouns and adjectives, adverbs and verbs, synonyms, prefixes and prepositions, in an academic context. More key features of the book include:

- All elements of writing are clearly explained, with a full glossary for reference
- Models provided for all types of academic texts: essays, reports, reviews and case studies
- Full range of practice exercises, with answer key included
- Use of authentic academic texts
- A companion website offers further practice with a range of additional exercises
- Fully updated, with sections on finding electronic sources and evaluating Internet material

All international students wanting to maximise their academic potential will find this practical and easy-to-use book an invaluable guide to writing in English for their degree courses.

**Stephen Bailey** is a freelance writer of materials for English for Academic Purposes. He has taught students in Barcelona, Tokyo, Johor Bahru and Prague, and more recently at Derby University and the University of Nottingham. His other books include *Academic Writing for International Students of Business* (Routledge).

# Academic Writing

## A Handbook for International Students

Fourth edition

Stephen Bailey



Routledge
Taylor & Francis Group
LONDON AND NEW YORK

International students have many adjustments to make as they enter British universities and Stephen's book makes at least one area of their lives – academic study – much more approachable. With its straightforward approach and improved layout, it will be a book many students will come to regard as an essential companion to their university lives.

Stephen Dewhirst, *Freelance EAP teacher, UK*

International students and indeed all students should find this book very helpful. It is accessible to read and engages in an explicit and sharply focused manner with many elements of the critical use of reading, of writing and of studying. The book usefully explains, exemplifies, and tests understanding. It deals with the problematic areas of plagiarism and grammatical work, of developing argument and counter argument, and essay expression. It should be very useful for international students engaged in academic writing.

Professor Gina Wisker, *University of Brighton, UK*

Stephen Bailey's Academic Writing is one of the few academic writing books that deal with core areas effectively - language, text type, academic conventions and the writing process. This is done by giving simple explanations, authentic examples and useful practice opportunities which can either be done in class or as self study. The book appeals to a range of levels including pre and in sessional students and equips them with a range of the key language and skills needed to embark on academic writing in higher education.

Fiona Gilbert, *Oxford Brookes University, UK*

This book provides international students with a useful introduction to the basic practices in reading and writing for academic purposes. It includes topics such as the typical content of article abstracts, the mechanics of citation and referencing, and some uses of sources in writing – topics that will help international students, studying in an English medium university for the first time, to meet their tutors' expectations in reading and writing assignments. The chapter on reading advises a critical attitude to internet resources, advice most relevant to students today.

Antonia Chandrasegaran, *National Institute of Education, Singapore*

# Contents

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# Introduction for Teachers

## Aims

This course has been developed to help international students with their written assignments in English at both undergraduate and postgraduate level. Students who are not native speakers of English often find the written requirements of their courses very challenging. In addition to the vocabulary of academic English, they have to learn new conventions of style, referencing and format. Furthermore, their lecturers are often concerned by their lack of critical thinking skills, and also mention students' failure to answer the specific question and their inability to develop answers logically. Issues around vocabulary, plagiarism and referencing skills are significant additional worries.

The fourth edition of *Academic Writing: A Handbook for International Students* sets out to address these problems directly. It recognises that while international students are not expected to write perfect English, accurate and effective language use is an essential skill for such students. What may be individually minor problems with prepositions, word endings, spelling or articles can result in essays that are barely comprehensible to the best-motivated marker.

## Structure

To deal with this, students are guided through the stages of the writing process in Part 1 and then the related writing skills are explained and practised in Part 2. Part 3 is designed to assist students with aspects of academic vocabulary, understandably a prime concern for many non-native users of English. Part 4 provides models of some common writing formats, such as case studies.

Teachers may wish to work through the writing process in Part 1 while referring to units in Part 2 as the group progresses. (Part 2 is not intended to be taught from start to finish: note the alphabetical organisation of Parts 2, 3 and 4.)

# Acknowledgements

I would like to thank the many students I have taught over the past 30 years, whose needs have provided the impetus for this book. Their enthusiasm and resilience has been a constant inspiration for me.

My wife Rene has provided me with invaluable support, encouragement and advice on many aspects of academic writing during the development of this book. Final thanks are due to my daughter, Sophie, for helping me to keep the whole subject in perspective!

# Introduction for Students

## Why is writing English more difficult than speaking?

Many international students who arrive at college to study in English can speak the language well enough for normal life: shopping, travelling and meeting people. But the same students are often surprised to find that writing essays and reports in English is much more difficult. It can be helpful to think about the reasons for this situation.

First, speaking is usually done face to face. If your listener cannot understand you, then they can look puzzled and ask you to repeat. But this does not work with a reader! When we write, we usually have little idea who may read our work, so we have to write as clearly as possible so that it is easy to understand.

With academic writing, writers and readers have to learn special conventions, such as using capital letters in certain places. If you do not follow these conventions, your meaning may be unclear and your teacher can have difficulty assessing your work.

Another issue is vocabulary. Most academic subjects require writers to use semi-formal language, which is different from the idiomatic language used in speech. One example is using a verb such as 'continue' instead of phrasal verbs such as 'go on'.

## What is the purpose of the book?

This book is designed to help you succeed in the writing tasks you may be given as part of your academic course. The kind of writing that you are asked to do may be different from the work you have done before, and for some this may be the first time you have had to write long essays or reports in English.

Your teachers know that English is not your native language and will be sympathetic to the problems you have in your writing. But at the same time, you will want to learn to write as clearly and accurately as possible, not only to succeed on your current course, but also in preparation for your career. Almost all large companies and organisations expect their staff to be able to communicate effectively in written English, as well as orally. Therefore, during your

| Part | Topic | Main application |
|---|---|---|
| 1 | **The Writing Process**<br>from finding sources to proofreading | Classroom use |
| 2 | **Elements of Writing**<br>from argument to visual information | Classroom use and self-study |
| 3 | **Vocabulary for Writing**<br>from abbreviations to synonyms | Classroom use, self-study and reference |
| 4 | **Writing Models**<br>from case studies to surveys | Self-study and reference |

## Using the Book

A feature of *Academic Writing* is its clear and logical organisation, which makes it ideal as a self-study and reference guide for students needing to work independently. This is a recognition that most courses in academic writing are inevitably time-constrained, and that some students may have no other option. It is designed to be used on both pre-sessional and in-sessional courses, and is suitable for subject-specific (e.g. law, medicine) and multi-discipline courses in English for Academic Purposes (EAP). The first three units in Part 1 assume a fairly low level of writing ability and deal with some basic issues, but beyond this the material becomes more demanding.

*Academic Writing* uses authentic texts and examples taken from a wide range of disciplines. Extensive cross-referencing is provided to assist both teachers and students find relevant support. All exercises can be done individually or in pairs and groups. A full answer key, plus glossary, and index, are included at the end of the book. Extra practice exercises are available on the book's website: www.routledge.com/cw/bailey/.

The material in this course has been extensively tested in the classroom, but improvements can always be achieved. Therefore, I would be very glad to receive any comments or suggestions about the book from teachers, for future editions.

Stephen Bailey
stephen.bailey@w3z.co.uk

# Academic Writing Quiz

How much do you know about academic writing? Find out by doing this fun quiz.

1 The main difference between academic writing and normal writing is that academic writing:
(a) uses longer words
(b) tries to be precise and unbiased
(c) is harder to understand

2 The difference between a project and an essay is:
(a) essays are longer
(b) projects are longer
(c) students choose projects' topics

3 Teachers complain most about students:
(a) not answering the question given
(b) not writing enough
(c) not referencing properly

4 The best time to write an introduction is often:
(a) first
(b) last
(c) after writing the main body

5 Plagiarism is:
(a) a dangerous disease
(b) an academic offence
(c) an academic website

6 Making careful notes is essential for:
(a) writing essays
(b) revising for exams
(c) all academic work

studies you have the ideal opportunity to learn to write English well, and this book can help you achieve that goal.

In addition to accuracy, students on academic courses are expected to take a critical approach to their sources. This means that your teachers will expect you to question and evaluate everything you read, asking whether it is reliable or relevant. You are also expected to refer carefully to the sources of all your ideas, using a standard system of referencing. *Academic Writing: A Handbook for International Students* will help you to develop these skills.

## How is the book organised?

The book can be used either with a teacher or for self-study and reference. Each unit contains practice exercises that can be checked using the answer key at the end of the book. For ease of use, it is divided into the following sections:

To help you get the most out of this course, note the following points:

- Instructions are printed as shown here:

  **List your ideas below.**

- Links to relevant units are shown like this:

  See Unit 2.13 Style

  These links help you to find extra information, but do not have to be read in order to complete the exercises.

- Extra practice in some areas is provided on the *Academic Writing* website www.routledge.com/cw/bailey/. This is shown, for example, by:

  COMPANION WEBSITE **Referencing**

- Answers are provided for most exercises in the answer key at the end of the book. If no definite answer can be given, an example answer is usually offered.

- The **index** can be used to locate specific information. The **glossary** explains academic terms that you may not be familiar with.

Thousands of students have already found that *Academic Writing* helps them to write more clearly and effectively. This new edition has been developed using their feedback and ideas, and I would be very glad to receive comments and suggestions on any aspect of the book to help develop future editions.

Stephen Bailey
stephen.bailey@w3z.co.uk

# The Writing Process

# PART 1

7 An in-text citation looks like:
(a) (Manton, 2008)
(b) (Richard Manton, 2008)
(c) (Manton, R. 2008)

8 Paraphrasing a text means:
(a) making it shorter
(b) changing a lot of the vocabulary
(c) adding more detail

9 Paragraphs always contain:
(a) six or more sentences
(b) an example
(c) a topic sentence

10 The purpose of an introduction is:
(a) to give your aims and methods
(b) to excite the reader
(c) to summarise your ideas

11 Proofreading means:
(a) getting a friend to check your work
(b) checking for minor errors
(c) rewriting

12 Teachers expect students to adopt a critical approach to their sources:
(a) sometimes
(b) only for Master's work
(c) always

(Answers on page 242)

UNIT 1.1

# Background to Writing

Most academic courses test students through written assignments. These tasks include coursework, which may take weeks to write, and exam answers, which often have to be written in an hour. This unit deals with:

- the names of different writing tasks
- the format of long and short writing tasks
- the structure of sentences and paragraphs

## 1 The purpose of academic writing

Writers should be clear why they are writing. The most common reasons for writing include:

- to report on a piece of research the writer has conducted
- to answer a question the writer has been given or chosen
- to discuss a subject of common interest and give the writer's view
- to synthesise research done by others on a topic

■ **Can you suggest any other reasons?**

- ______________________________
- ______________________________

Whatever the purpose, it is useful to think about the probable readers of your work. How can you explain your ideas to them effectively? Although there is no fixed standard of academic writing, it is clearly different from the written style of newspapers or novels. For example, it is generally agreed that academic writing attempts to be accurate and objective. What are its other features?

*This page intentionally left blank*

# Elements of Writing

PART 2

(iii) Failure to find the right coffee may lead to torment for consumers.

(iv) . . . different researchers have differently effects on the research.

(v) After the single European market was established in 1873 . . .

(vi) . . . experienced researchers can most likely come over these problems.

(vii) Firstly because, it provides them with an opportunity for borrowing capital . . .

(viii) The company selected Budapest in Hungry for setting up its research centre.

(ix) These cases demonstrate why companies from the rest of world are eager to . . .

(x) From 2008 to 2012 there are few cases of cholera.

## 7 Practice E

**Underline the errors in the paragraph below and correct them.**

Bicycle is one of most efficient machine ever designed. Cyclists can travel for times faster than walkers; when using less enorgy to do so. Various people invented early versions of the bicycle, but the first modle with pedals which was successful mass-produced was make by a frenchman, Ernest Michaux, on 1861. Later aditions included pneumatic tyres and gears. Today hundreds of million of bicycles are in use over all world.

Proofreading

UNIT 2.1

# Argument and Discussion

On most courses, it is not enough to show that you are familiar with the leading authorities. Students are expected to study the conflicting views on any topic and engage with them, which means analysing and critiquing them if appropriate. This unit demonstrates ways of showing your familiarity with both sides of an argument and presenting your own conclusions in a suitably academic manner.

## 1. Discussion vocabulary

Essay titles commonly ask students to 'discuss' a topic:

> *'Children will learn a foreign language more easily if it is integrated with another subject – discuss.'*

This requires an evaluation of both the benefits and disadvantages of the topic, with a section of the essay, sometimes headed 'Discussion', in which a summary of these is made. The following vocabulary can be used:

| + | – |
|---|---|
| benefit | drawback |
| advantage | disadvantage |
| a positive aspect | a negative feature |
| pro (informal) | con (informal) |
| plus (informal) | minus (informal) |
| one major advantage is . . . | a serious drawback is . . . |

*__One drawback__ to integrating content and language is the demand it places on the teacher.*

*__A significant benefit__ of teaching a subject through a language is the increased motivation to master the language.*

*This page intentionally left blank*

UNIT 1.2

# Reading

## Finding Suitable Sources

Students often underestimate the importance of effective reading, but on any course it is vital to be able to find and understand the most relevant and suitable sources quickly. This unit:

- examines the most appropriate text types for academic work
- explores ways of locating relevant material in the library
- explains the use of electronic resources

### 1 Academic texts

You may need to read a variety of types of texts, such as websites or journal articles, for your course. So it is important to identify the most suitable texts and recognise their features, which will help you to assess their value.

■ **You are studying Tourism Marketing. Read the text extracts 1–4 below and decide which are the most suitable for academic use, and why.**

| Text | Suitability? |
|---|---|
| 1 | *Yes, it summarises some relevant research, and includes citations.* |
| 2 | |
| 3 | |
| 4 | |

## 7 Writing in paragraphs

■ **Discuss the following questions:**

- What is a paragraph?
- Why are texts divided into paragraphs?
- How long are paragraphs?
- Do paragraphs have a standard structure?

■ **Read the text below and divide it into a suitable number of paragraphs.**

### BIOCHAR

Charcoal is produced by burning wood slowly in a low-oxygen environment. This material, which is mainly carbon, was used for many years to heat iron ore to extract the metal. But when Abraham Darby discovered a smelting process using coke (produced from coal) in 1709 demand for charcoal collapsed. At approximately the same time the carbon dioxide level in the atmosphere began to rise. But a new use for charcoal, re-named biochar, has recently emerged. It is claimed that using biochar made from various types of plants can both improve soil quality and combat global warming. Various experiments in the United States have shown that adding burnt crop wastes to soil increases fertility and cuts the loss of vital nutrients such as nitrates. The other benefit of biochar is its ability to lock $CO_2$ into the soil. The process of decay normally allows the carbon dioxide in plants to return to the atmosphere rapidly, but when transformed into charcoal this may be delayed for hundreds of years. In addition, soil containing biochar appears to release less methane, a gas which contributes significantly to global warming. American researchers claim that widespread use of biochar could reduce global $CO_2$ emissions by over 10 per cent. But other agricultural scientists are concerned about the environmental effects of growing crops especially for burning, and about the displacement of food crops that might be caused. However, the potential twin benefits of greater farm yields and reduced greenhouse gases mean that further research in this area is urgently needed.

► See Unit 1.10 Organising Paragraphs

## 6 Simple and longer sentences

■ **Study the table below.**

Dragon Motors – vehicle production 2009–2013

| 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 135,470 | 156,935 | 164,820 | 159,550 | 123,075 |

All sentences contain verbs:

In 2009, the company **produced** over 135,000 vehicles.

Between 2009 and 2010, vehicle production **increased** by 20 per cent.

Simple sentences (above) are easier to write and read, but longer sentences are also needed in academic writing. However, students should make clarity a priority, and avoid writing very lengthy sentences with several clauses until they feel confident in their ability.

Sentences containing two or more clauses use **conjunctions**, **relative pronouns** or **punctuation** to link the clauses:

In 2009, Dragon Motors produced over 135,000 vehicles, **but** the following year production increased by 20 per cent. (conjunction)

In 2011, the company built 164,820 vehicles, **which** was the peak of production. (relative pronoun)

Nearly 160,000 vehicles were produced in 2012**;** by 2013, this had fallen to 123,000. (punctuation)

■ **Write two simple and two longer sentences using data from the table above.**

(a) ____________________________________________

(b) ____________________________________________

(c) ____________________________________________

____________________________________________

(d) ____________________________________________

____________________________________________

▶ See Unit **2.13.5 Style: Varying sentence length**

## 4 The features of academic writing

There are no fixed rules for the layout of academic work. Different schools and departments require students to follow different formats for written work. Your teachers may give you guidelines, or you should ask them what they want, but some general features apply to most formats.

■ **Read the text below and identify the features underlined, using the words in the box.**

| sentence | heading | sub-title | paragraph | title | phrase |
|---|---|---|---|---|---|

(a) **A fishy story.**

(b) Misleading health claims regarding omega-3 fatty acids.

(c) Introduction.

(d) There has been considerable discussion recently about the benefits of omega-3 fatty acids in the diet. (e) It is claimed that these reduce the risk of cardiovascular disease and may even combat obesity. Consequently, food producers have added omega-3s to products ranging from margarine to soft drinks in an attempt to make their products appear healthier and hence increase sales.

(f) However, consumers may be unaware that there are two types of omega-3s. The best (long-chain fatty acids) are derived from fish, but others (short-chain fatty acids) come from cheaper sources such as soya. This latter group have not been shown to produce the health benefits linked to the long-chain variety. According to Tamura *et al.* (2009), positive results may only be obtained either by eating oily fish three times a week, or by taking daily supplements containing 500 mg of eicosapentaenoic acid (EPA) or docosahexaenoic acid (DHA).

(a) Title (b) _______ (c) _______ (d) _______ e) _______ (f) _______

## 5 Some other common text features

(a) **Reference** to sources using **citation**: *According to Tamura et al. (2009)*

(b) The use of **abbreviations** to save space: *docosahexaenoic acid (DHA)*

(c) **Italics**: used to show words from other languages: Tamura *et al.* (= and others)

(d) **Brackets**: used to give extra information or to clarify a point: . . . *but others (short-chain fatty acids) come from cheaper sources such as soya.*

- Literature review
- Case study
- Discussion

Conclusion
References
Appendices

See Unit 4.3 Longer Essays

Dissertations and journal articles may have:

Abstract
List of contents
List of tables
Introduction
Main body

- Literature review
- Case study
- Findings
- Discussion

Conclusion
Acknowledgements
References
Appendices

■ Find the words in the lists above that match the following definitions:

(a) A short summary that explains the paper's purpose and main findings.

___

(b) A list of all the sources the writer has mentioned in the text.

___

(c) A section, at the end, where additional information is included.

___

(d) A short section where people who have helped the writer are thanked.

___

(e) Part of the main body in which the views of other writers on the topic are discussed.

___

(f) A section where one particular example is described in detail.

___

Working alone or in a group, list your ideas below.

- Impersonal style – avoids using 'I' or 'we'
- 
- 
- 

## 2 Common types of academic writing

Below are the most normal types of written work produced by students.

**Match the terms on the left to the definitions on the right.**

| | |
|---|---|
| Notes | A piece of research, either individual or group work, with the topic chosen by the student(s). |
| Report | The longest piece of writing normally done by a student (20,000+ words), often for a higher degree, on a topic chosen by the student. |
| Project | A written record of the main points of a text or lecture, for a student's personal use. |
| Essay | A general term for any academic essay, report, presentation or article. |
| Dissertation/ Thesis | A description of something a student has done. |
| Paper | The most common type of written work, with the title given by the teacher, normally 1,000–5,000 words. |

## 3 The format of long and short writing tasks

Short essays (including exam answers) generally have this pattern:

Introduction
Main body
Conclusion

Longer essays and reports may include:

Introduction
Main body

younger starting age in a minimal input situation'. *Second Language Research* 24 (1): 35–63.

Myles, F. (nd) 'Second language acquisition (SLA) research: its significance for learning and teaching issues'. Subject Centre for Languages, Linguistics and Area Studies. www.llas.ac.uk/resources/gpg/421. Accessed 1 May 2013.

The International Commission on Second Language Acquisition (nd) 'What is SLA?' www.hw.ac.uk/langWWW/icsla/icsla.htm#SLA. Accessed 6 May 2013.

(a) Find an example of:

(i) a book by one author

________________________________________

(ii) a journal article

________________________________________

(iii) a chapter in an edited book

________________________________________

(iv) an authored undated website article

________________________________________

(v) an anonymous webpage

________________________________________

(vi) a book by two authors

________________________________________

(b) What are the main differences in the way these sources are referenced?

(i) ________________________________________

(ii) ________________________________________

(iii) ________________________________________

(iv) ________________________________________

(v) ________________________________________

(vi) ________________________________________

## 9 Organising the list of references

There are many software systems available (e.g. RefWorks or Endnote) that automate the making of a list of references. Using one of them not only saves time, but may also help to produce a more accurate result. Some are free and others require payment, but if you search your library website you may find one that you can access without charge.

At the end of an essay or report, there must be a list of all the sources cited in the writing. In the Harvard system, illustrated here, the list is organised alphabetically by the family name of the author. You should be clear about the difference between first names and family names. On title pages, the normal format of first name, then family name is used:

*Sheila Burford, Juan Gonzalez*

But in citations, only the family name is usually used:

*Burford (2001), Gonzalez (1997)*

In reference lists, use the family name and the initial(s):

*Burford, S., Gonzalez, J.*

If you are not sure which name is the family name, ask a classmate from that cultural background.

■ **Study the reference list below, from an essay on the effects of age on second language learning, and answer the following questions.**

### REFERENCES

Bialystock, E. (1997) 'The structure of age: in search of barriers to second language acquisition', *Second Language Research* 13 (2): 116–137.

Dörnyei, Z. (2009) *The Psychology of Second Language Acquisition*. Oxford: Oxford University Press.

Flege, J. (1999) 'Age of learning and second language speech' in Birdsong, D. (ed.) *Second Language Acquisition and the Critical Period Hypothesis*. London: Lawrence Erlbaum Associates, 101–132.

Gass, S. and Selinker, L. (2001) *Second Language Acquisition: An Introductory Course*. London: Lawrence Erlbaum Associates.

Larson-Hall, J. (2008) 'Weighing the benefits of studying a foreign language at a

UNIT 1.9

# Combining Sources

For most assignments, students are expected to read a range of sources, often containing conflicting views on a topic. In some cases, the contrast between the various views may be the focus of the task. This unit explains how writers can present and organise a range of contrasting sources.

## 1 Mentioning sources

In the early stages of an essay, it is common to refer to the views of other writers on the subject; to show that you are familiar with their work, and that your work will take their research into account.

- **Read the following example, from a study of 'technology readiness' in consumers, and answer the questions below.**

> The extent to which consumers desire to use new technology is commonly influenced by factors such as consumer attitudes toward specific technologies (Bobbit and Dabholkar, 2001; Curran *et al.*, 2003), the level of technology anxiety exhibited by consumers (Meuter, Ostrom, Bitner and Roundtree, 2003), and consumer capacity and willingness (Walker, Lees, Hecker and Francis, 2002). Mick and Fournier (1998) argue that consumers can simultaneously exhibit positive feelings (such as intelligence and efficacy) and negative feelings (such as ignorance and ineptitude) towards new technology. Venkatesh (2000) found that 'computer playfulness' and 'computer anxiety' serve as anchors that users employ in forming perceptions of ease of use about new technology.

(c) When are italics used?

(d) How are capital letters used in titles?

(e) How is a source with no given author listed?

(f) Write citations for summaries from each of the sources.

(i) ________________________________

(ii) ________________________________

(iii) ________________________________

(iv) ________________________________

(v) ________________________________

(vi) ________________________________

(vii) ________________________________

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Your road to success

Your road to success

# LEVEL 5 MANAGING AGILE ORGANISATIONS AND PEOPLE

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# Contents

# Using your study guide

Welcome to the study guide for **Level 5 Managing Agile Organisations and People**, designed to support those completing an ABE Level 5 Diploma.

Below is an overview of the elements of learning and related key capabilities (taken from the published syllabus).

| Element of learning | Key capabilities developed |
|---|---|
| Element 1: The changing nature of organisations | • Ability to conduct an analysis of both the internal and external environmental context<br>• Ability to present reasoned arguments in favour of adopting specific strategies<br>*Analysis, judgement, commercial awareness* |
| Element 2: Modern management practice and principles | • Ability to present arguments in favour of changing practices<br>• Ability to draft a clear statement of values at team level<br>*Analysis, judgement, communication, values, managing teams* |
| Element 3: The people performance link | • Appreciation of the need for communication and good working relationships<br>• Ability to select appropriate methods and media when communicating<br>• Ability to work within internal and regulatory practices when selecting, developing and evaluating staff<br>• Ability to facilitate staff development and performance<br>*Communication, team work, performance management, developing team members, people management* |
| Element 4: Personal development as a manager | • Ability to take personal responsibility for ongoing personal development as a manager<br>• Ability to reflect on current practice, skills, and behaviours, and the impact of these in the workplace<br>• Ability to develop a justified and meaningful personal development plan (PDP)<br>• Ability to reflect on learning<br>*Personal responsibility, people management, reflection, self-development, planning* |

This study guide follows the order of the syllabus, which is the basis for your studies. Each chapter starts by listing the syllabus learning outcome covered and the assessment criteria.

# Chapter 1

# The Changing Nature of Organisations

## Introduction

In this chapter we consider how the wider external environment impacts upon **management** practice. We explore the nature and form of organisations including the impact of **structure**, **culture**, **values** and **vision**. Views on the role and contribution of management are explored considering how approaches have evolved.

## Learning outcome

1. **Analyse the impact of the internal context and external trends on management practice and approach**

## Assessment criteria

1 **Analyse the impact of the internal context and external trends on management practice and approach**

1.1 Assess the changing nature of organisations and assess the impact this has on management practice

1.2 Analyse the impact of vision, values, culture and structure on both the organisation and on management practice

1.3 Demonstrate how the role of a manager has evolved in light of the changing external environment in order to assess the contribution management makes

1.4 Compare and contrast a range of management approaches in order to assess their suitability for specific contexts

## L5 descriptor

| Knowledge descriptor (the holder...) | Skills descriptor (the holder can...) |
| --- | --- |
| • Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.<br>• Can analyse, interpret and evaluate relevant information and ideas.<br>• Is aware of the nature of approximate scope of the area of study or work.<br>• Has an informed awareness of different perspectives or approaches within the area of study or work. | • Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.<br>• Review the effectiveness and appropriateness of methods, actions and results. |

Contained within the chapters of the study guide are a number of features which we hope will enhance your studies:

**'Over to you'**: activities for you to complete, using the space provided.

**Case studies**: realistic business scenarios to reinforce and test your understanding of what you have read.

**'Revision on the go'**: use your phone camera to capture these key pieces of learning, then save them on your phone to use as revision notes.

**'Need to know'**: key pieces of information that are highlighted in the text.

**Examples**: illustrating points made in the text to show how it works in practice.

**Tables, graphs and charts**: to bring data to life.

**Reading list**: identifying resources for further study, including Emerald articles (which will be available in your online student resources).

**Source/quotation** information to cast further light on the subject from industry sources.

**Highlighted words** throughout and **glossary terms** at the end of the book.

**Note**

Website addresses current as of June 2017.

Level 5 Managing Agile Organisations and People

# 1.1 The changing nature of organisations and its impact on management practice

## Assessing the external environment

Traditionally, approaches to business planning involve centralised teams cascading detailed plans for achieving future business goals to relevant parts of the organisation. The rapidly changing environment requires a more **agile** response. This need to respond more flexibly has been supported by:

1 Porter, who placed emphasis on the organisation's ability to understand their competitive environment (1980) and to build strategy around gaining **competitive advantage** (1985);

2 Hamel and Prahalad (1994), who focused on the role of management in creating an organisation that was flexible and able to respond quickly to changes in the external operating environment;

3 Mintzberg (1994), who was critical of approaches that involved a dependence on numbers and analysis, and emphasised a focus on understanding and developing relationships and ideas in a way that allowed for greater creativity and use of intuition.

**Factors influencing changing approaches to strategic management**

The external environment is always changing and, therefore, an organisation's place within that environment is influenced by this change.

Responding to these external influences successfully requires the creation of a responsive internal organisational context.

Managers contribute by recognising and dealing with the impact of change and supporting a responsive culture.

REVISION on the go

OVER TO YOU

**Activity 1: The need for foresight**

**Working with a study partner, if possible, identify examples where scanning and analysing the external environment have or would have been of benefit to an organisation.**

## What is the business context?

An organisation's operating environment is influenced by three main components:

1. Organisational specific elements including culture, structure, vision and **mission**. These elements are explored in Section 1.2.
2. Country or national environmental factors. Each country has its own:
   - institutional environment (including both the economic and political-legal institutions). Influencing factors here come in the degree of economic development in a country, beliefs regarding approaches to economic management of a country (e.g. free market vs command economies) and the influence of regulation and legislation;
   - physical infrastructure (e.g. roads, airports, telephones);
   - socio-cultural forces, comprising of a country's demographics (e.g. average age, life expectancy, levels of education) and cultural characteristics (explored in Section 1.2).
3. Global factors may directly influence an organisation (e.g. specific industry competition, or developments in technology or science) or indirectly via influence on the national context (e.g. global agreements on the environment) or on cultural expectations (e.g. the influence of global brands).

## Influence and impact of globalisation

**Globalisation** is defined as:

> *the process by which businesses or other organisations develop international influence or start operating on an international scale.*
>
> *Oxford Dictionaries*

### ! NEED TO KNOW

**The global context vs globalisation**

Globalisation is where a business expands its operations to operate in various locations. The global context refers to the broader business environment and the demands in different countries.

REVISION on the go

Key drivers of its rapid growth include: technology, **cultural homogenisation**, economies of scale, deregulation of trade and competition.

**Technology**

Technological developments are considered to have both enabled and facilitated globalisation.

- Transportation developments, including large commercial aircraft and containerisation, have transformed the ability to move products and raw materials.
- Increased ability to communicate and disseminate information has led to physical locations becoming less important, facilitating the global reach of organisations. For some organisations, this provides opportunities to reduce costs and introduce new forms of service or products (e.g. online shopping, **outsourcing** of call centres, etc.).
- Application of technology to many processes has enabled the automation of production, changing the face of manufacturing in many sectors.
- Increased **digitalisation** enables greater monitoring and analytical consideration of information as well as changing the manner in which records are stored and accessed.

**Cultural homogenisation**

Technology has driven the development of global brands. Advertising and sponsorship via global events such as the Olympics means that big brands and the cultural ideals that accompany them become recognised around the world, while online media such as Twitter and YouTube facilitate ideas 'going viral'.

**Economies of scale**

As location becomes less important, manufacturing becomes more cost effective when conducted in a location where labour is considered cheap (e.g. the concentration of manufacturing in China). Technology drives efficiency, enabling certain manufacturers to dominate the market.

**Deregulation of trade**

The evolution of global trade drives a constant need for trade regulation to be reviewed. Deregulation has been driven by the World Trade Organisation (WTO) reducing costs and restrictions to cross-border trade and supporting the development of global organisations.

**Competition**

Competition drives the evolution of globalisation. If one organisation within an industry becomes global, it gains a competitive advantage, which others within the industry will attempt to imitate. Responses may include the development of new products and services or a focus on cost reduction.

## *How does this affect organisations?*

Globalisation affects some organisations more than others. Some organisations sell goods across the whole world which can be manufactured using technology and skills available in many parts of the world. Other organisations (whose purpose is to serve a specific geographical location, e.g. public sector organisations) are less directly influenced by globalisation; however, these are indirectly influenced via government response to world economic and environmental pressures and trends.

OVER TO YOU

### Activity 2: How does globalisation impact on management practice in your organisation?

**How has globalisation impacted on the work of a manager in your organisation (or an organisation with which you are familiar)? Include examples to illustrate and support the points you make.**

## Tools and techniques for environmental analysis

Organisations exist in a complex, dynamic, constantly changing, competitive environment which impacts the way they do business. It is important to understand this environment and to respond appropriately. In this section we explore a range of tools and techniques which are used to help analyse the external environment that can be used by managers to help them take the appropriate action for the business.

NEED TO KNOW

### Why compete?

Within a free market economy, commercial organisations must compete to be successful. The market will increase and decline depending on overall trends in supply and demand, and within this market, businesses must compete for market share.

## Porter's competitive analysis model

The phrase "competitive advantage" is most closely associated with Porter and his concept of generic competitive strategies adopted by an organisation and the five forces analysis of competitive advantage.

### *Porter's generic competitive strategies*

Porter (1980) defined three competitive strategies adopted by organisations (shown in Figure 1). These strategies underpin all other decisions made in an organisation and impact on approaches taken to compete in the marketplace.

1. An organisation committed to cost leadership will look to reduce costs.
2. An organisation with a differentiation strategy may invest in research and design activities to ensure its products remain unique and ahead of others within the marketplace.
3. An organisation with a focus strategy may look to consider how else it can add value to its customers or focus on just part of a market.

Understanding the approach to achieve competitive advantage ensures that the decisions which are made fit with the overall strategy and that activities contribute effectively to the organisation's success.

### Generic competitive strategies

**Cost leadership** — This strategy focuses on leading on low prices. This revolves around activity which reduces resource and operational costs, and passing some savings on to customers. Services or products are likely to be basic (no frills) and profit margins low. Profits come through sales volume.

**Differentiation** — This strategy aims to promote the uniqueness of the product or service. This may be achieved though innovative design or a focus on quality.

**Focus** — The focus strategy can be either cost or differentiation orientated, often within a niche market.

*Source: Adapted from Porter (1980)*

**Figure 1:** Generic competitive strategies

REVISION on the go

## OVER TO YOU

**Activity 3: The impact of competitive strategies on management practice**

**Think about products you have bought in the last week or so and/or services you have accessed. Can you identify the generic strategy used by the companies who produced the products/provided the services? How did this impact on the level of service provided?**

**Compare your thoughts with a study partner, if possible. How does the adopted generic strategy impact on management practice?**

## *Porter's five forces analysis*

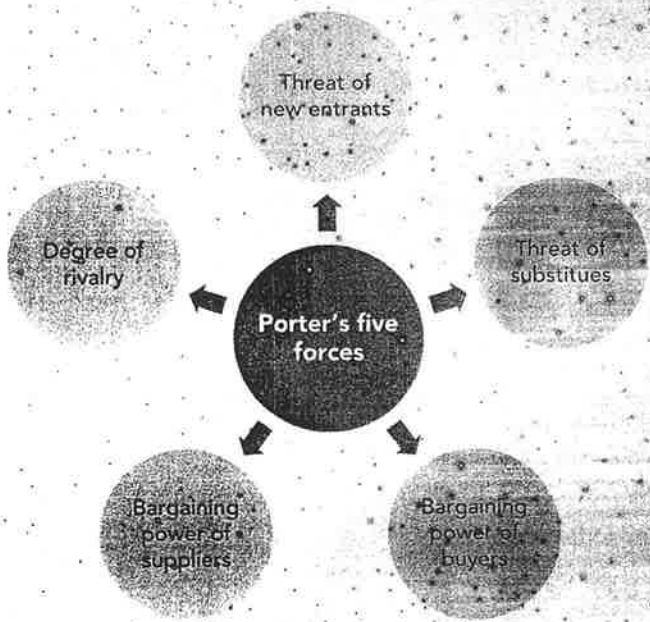
Porter's five forces analysis assumes that there are five important forces that determine competitive power in a business situation. This analysis allows organisations to:

- gain insights into relationships and dynamics within an industry;

- establish the best possible competitive position;
- make relevant strategic decisions (e.g. whether to enter or withdraw from a market).

## ! NEED TO KNOW

### Porter's five forces




*Source: Adapted from Porter (1985)*

**Figure 2:** Porter's five forces

REVISION on the go

The following table summarises each of the five forces.

| Force | Key question | Example |
|---|---|---|
| New entrants | How easy is it for someone to enter into this market? | Barriers to entry such as a need for licensing or the high costs of bringing a product to market (e.g. in the pharmaceutical industry) would deter. |
| Substitutes | How easily can a product or service be substituted? | Providers of a service may be very similar and the cost of changing between these very small. |
| Buyer's bargaining power | To what extent can buyers bargain? | A large national or multinational chain can buy in volume, achieving a lower cost per unit than a smaller, independent retailer. |
| Supplier's bargaining power | How much power do suppliers have? | Very few suppliers in a marketplace can influence price and choice. |

| Force | Key question | Example |
|---|---|---|
| Existing competitors | How competitive is this market? | Rivalry between existing competitors may lead to pricing and promotion activity or, where there are few competitors, to agreements on pricing. |

*Source: Adapted from Porter (1985)*

**Table 1:** Five forces analysis

REVISION on the go

## CASE STUDY

### Competitive advantage at Apple Inc.

Apple was founded in 1976 to develop and sell personal computers. By 2015 it had become the world's largest technology company in terms of both revenue and total assets and the second largest phone manufacturer in the world, employing around 115,000 full-time employees and having a physical retail presence in over 17 countries and a digital presence across the globe in a highly competitive market.



Apple products have a strong brand image and attract a fierce brand loyalty. Innovation and customer service are considered critical activities which add to the **value chain**. Apple does not discount its products; their products are rarely placed on sale and are priced at the higher end of the market.

Whilst there is a high level of suppliers of the various components in Apple products, to maintain competitive advantage Apple has designed its own chips for use inside its products and has provided equipment to its manufacturers which can only be used for the production of Apple products.

## OVER TO YOU

### Activity 4: A competitive analysis of Apple Inc.

**Working with a study partner, if possible, undertake a five forces analysis of Apple Inc. as far as possible, given your knowledge of the business and the market in which it operates.**

## OVER TO YOU

### Activity 5: A competitive analysis of an organisation of your choice

**Using Porter's five forces analysis undertake an analysis of competitive advantage for an organisation you are familiar with. Imagine you are an employee and summarise your key findings and the implications of these in a short memo to your senior manager.**

### *PESTLE analysis*

A **PESTLE** (Political, Economic, Social, Technological, Legal and Environmental) analysis identifies and analyses the potential impacts of the wider external context on the organisations.

## NEED TO KNOW

**PESTLE**

The following table summarises the key questions to be addressed through a PESTLE analysis. The third column uses the McDonald's corporation as an example to illustrate the PESTLE analysis.

| | | |
|---|---|---|
| **Political** | How do or may governmental actions and policies impact on the organisations? | McDonald's operates in over 100 countries, and therefore is affected variably in each country. Some countries are placing pressure on fast food retailers to change their products in light health concerns, including obesity. |

| | | |
|---|---|---|
| **Economic** | What is happening in the wider national economy (i.e. is it strong, stable, in decline)? | Potential import tariffs impact on decisions regarding importing or locally sourcing raw materials. |
| **Social** | How is society changing? | The way that lifestyles are evolving has led to changing tastes, and an increased recognition of healthy eating provides opportunities for new product ranges. |
| **Technological** | What technological developments are/will impact the business/sector? | Technology influences opportunities for such things as internet advertising, mobile ordering, demands for Wi-Fi in restaurants, and possible automation of parts of the production process. |
| **Legal** | How does current or proposed legislation impact? | The impact of legislation varies depending on the country, for example, the business would be affected by the introduction of new minimum wage levels in the US and UK. |
| **Environmental** | What are the key issues in terms of the environment? | Concerns over use of polystyrene packaging led to the introduction of paper packaging. |

**Table 2:** PESTLE analysis

REVISION on the go

## *SWOT analysis*

The most popular tool for assessing the internal context of an organisation and considering how well equipped the organisation is to deal with external factors is the **SWOT** analysis. SWOT stands for: Strengths, Weaknesses, Opportunities and Threats. This analysis helps identify areas for further action (where the actions still have to be defined by the user) either to further build competitive advantage or to overcome identified or potential weaknesses. This is helpful in matching goals and capacities to the operating environment.

**SWOT**

| Strengths (internal) | Weaknesses (internal) |
|---|---|
| What does the organisation already have which will help it to cope with these new challenges?<br><br>For example: experienced and capable staff, the latest technology, high market share. | How is the organisation hampered in its ability to deal with these new challenges?<br><br>For example: a high staff turn-over, a lack of supporting infrastructure. |
| **Opportunities (external)** | **Threats (external)** |
| What opportunities do external factors present for the organisation?<br><br>For example: opportunities to introduce new products or services or to use existing capacities in a different manner. | How may external factors pose a threat to current or future organisational success?<br><br>For example: increasing competition or regulation in an industry. |

**Table 3:** SWOT analysis

REVISION on the go

OVER TO YOU

### Activity 6: Undertaking a PESTLE and SWOT analysis

**Draft a PESTLE and SWOT analysis for an organisation with which you are familiar.**

## *The balanced scorecard*

Kaplan and Norton's (1993) balanced scorecard is used to help align activities to organisational vision and strategy. This considers performance across four key critical measures:

1 **Financial** – how shareholders perceive the organisation

2 **Customer** – how customers perceive the organisation

3 **Internal Business Processes** – does the organisation excel in internal operations and procedures?

4 **Learning and Growth** – how well does the organisation innovate, improve and create value?

OVER TO YOU

### Activity 7: The balanced scorecard

**Research the balanced scorecard. What would be the implications for management practice if it were adopted by an organisation? What advice would you offer to managers looking to adopt a balanced scorecard?**

**You may find it useful to read the following article before commencing this activity: "Design principles for the development of the balanced scorecard" by Zehra Keser Ozmantar and Tokay Gedikoglu (2016). (This article will be available in your online student resources.)**

## Defining the organisation

### *Organisation theory*

Organisation theory classifies the approaches and structures used by an organisation to organise and maximise its efficiency, solve issues which arise and meet stakeholder expectations. Each of the three approaches (modernist, symbolic and postmodernist) provides perspectives and interpretations on the organisation's relationship with its external environment and the behaviour of its managers.

| Positivist/modernist | Symbolic interpretivist | Postmodernist |
|---|---|---|
| Focuses on what is real; concrete facts.<br><br>Knowledge is generated through observation and facts.<br><br>Concerned with efficiency and how to maximise productivity (e.g. considers that production can be maximised through the application of specific techniques, and by dividing labour into co-ordinated rational subunits).<br><br>Preference is given to current, accepted practices with relationships based upon hierarchy, reflecting a preference for control and order. | Deals with different views and the individuals' reality of what the organisation is.<br><br>Seeks to understand the perspective of those working within the organisation.<br><br>Actions of workers reflect understanding of and interaction with the environment, and a socially constructed, agreed meaning and interpretation of events, rituals and experiences (e.g. a statement of values may have many valid interpretations, with no one interpretation being right or wrong).<br><br>Relationships centre on the community rather than a hierarchy. | Organisations and management are not characterised by order and unity but by uncertainty, complexity and contradiction, reflecting the changing nature of today's business environment.<br><br>Knowledge and reality is provisional and evolving.<br><br>Knowledge is power. |

*Source: Adapted from Farnham (2010)*

**Table 4:** Organisational theory

REVISION on the go

OVER TO YOU

**Activity 8: The influence of organisation theory**

**How would an organisation respond to the threat of a new competitor entering the marketplace from the modernist, symbolic interpretivist and postmodernist perspectives?**

## Strategic alliances

**Strategic alliances** are partnerships between two or more companies who work together to realise mutually beneficial ambitions. Alliances have grown in popularity in recent years, and are seen as an effective way of competing globally. Companies share resources, information, capabilities and risks in a medium- to long-term joint working arrangement. Alliances can take many forms, including cross licensing of information, product sharing, joint research and development or marketing of each other's products across their own distribution channels.

Contractor and Lorange (1998) identify six main objectives for alliances:

1 Reduction of risk
2 Achievement of economies of scale
3 Technology exchange
4 Countering competition
5 Overcoming government trade or investment barriers
6 Linking complimentary contributions of partners in a value chain.

OVER TO YOU

**Activity 9: Benefits and objectives of a strategic alliance**

**In 2011, Facebook and Skype entered into a strategic alliance. Undertake research to identify the reasons behind this alliance and the beneficial outcomes for both parties.**

### Types of alliance

| Alliances between competing firms | Alliances between non-competing firms |
|---|---|
| Shared supply alliances (examples can be found in the automotive or electronics industries). | International expansion – alliances to enable extension of business activities into a new geographical area (e.g. until the late 1990s, Western firms seeking to invest in China could only do so through a joint venture with a local firm). A joint venture is defined as an arrangement in which two or more firms create a new organisation to help achieve specific purposes. |
| Alliances to counter competition (e.g. the European alliance Airbus enables a strong market position and economies of scale). | Vertical partnerships between organisations in the value chain (e.g. Coca-Cola and McDonald's). |
| Complementary alliances (e.g. between a manufacturer and distributor). | Diversification or cross-industry agreements enable an organisation to expand outside its industry of origin. |

*Source: Adapted from Dussauge and Garrette (1999)*

**Table 5:** Types of alliance

REVISION on the go

## OVER TO YOU

**Activity 10: Strategic alliance in practice**

**If you are not familiar with a specific strategic alliance, search for one on the internet. What forms of strategic alliances are in place and how does this impact on those working in the organisation?**

OVER TO YOU

### Activity 11: Strategic Alliances – factors involved in success or failure

**Read the article by Dean Elmuti, Yunus Kathawala, (2001) "An overview of strategic alliances", Management Decision, Vol. 39 Issue: 3, pp. 205–218. (This article will be available in your online resources.)**

**A force field analysis captures aspects which help or hinder. Using a force field analysis, summarise the reasons/practices which may lead to an alliance being a success or failure.**

**In the event that a new strategic alliance is to be introduced in your organisation, how would your own practices, as a manager, need to change and why?**

## Outsourcing

Outsourcing refers to the process of contracting out activities that need to be undertaken on a regular basis to a third party. The term is also used to refer to activities which were once performed internally and are now performed by external agencies. Outsourcing to suppliers outside the host nation is usually referred to as offshoring.

OVER TO YOU

### Activity 12: What is or could be outsourced and why?

**Which aspects of an organisation could be outsourced? Why? What are the advantages for the business?**

The areas of business outsourced by an organisation can vary widely. Common activities may include aspects of human resource management such as payroll, accounting or customer support. Outsourcing provides cost savings and allows an organisation to focus its attention on the core business.

There are, however, issues to be aware of. A loss of control is often reported, along with customer, quality and response issues. Performance levels may not match expectation, benefits may not be fully realised and there may subsequently be customer service issues.

OVER TO YOU

**Activity 13: Outsourcing in practice**

**Undertake self-directed research into either a successful or unsuccessful outsourced arrangement.**

- **Prepare a short (3–5 minute) presentation on your chosen example.**
- **Highlight the purposes of the arrangement.**
- **Explain what happened and why.**
- **Conclude by explaining what lessons could be learnt from a management practice viewpoint.**

## Organisational responses and their impact on management practice and approach

There is a greater public accountability in how organisations conduct their business. Public scrutiny of decisions made by organisations influences the external perception of the organisation. In response, organisations have placed a greater emphasis in their **ethical decision-making** and corporate social responsibility.

### *Ethics and ethical decision-making*

**Ethics** is about what is believed to be fair and responsible behaviour. For some organisations, acting in an ethical manner can lead to business success through increased reputation; conversely,

for some acting unethically also provides competitive advantage (e.g. some companies outsource production to take advantage of lower costs and a more lenient business regulation climate). There are four main approaches to ethical decision-making:

1 Utilitarian – an approach based on the premise of acting to produce the greatest good
2 Moral rights – actions should respect the moral rights of everyone
3 Universal – actions should be applied to all
4 Justice – individuals should be treated the same, while avoiding unfairness and discrimination.

## *Corporate social responsibility*

As trust and reputation has grown in importance, there has been an increased adoption of **corporate social responsibility** (CSR). This refers to a wide range of initiatives which are carried out in order to take responsibility for an organisation's effect on society and the environment. Initiatives fall into four main groups:

| | |
|---|---|
| **Community**<br>Activities which affect the general public | **Employees**<br>Focusing on the rights and wellbeing of both direct and indirect employees |
| **Environment**<br>Activities designed to benefit the environment | **Marketplace**<br>Activities which build trust and enhance customer relationships |

**Figure 3:** Corporate social responsibility initiatives

REVISION on the go

OVER TO YOU

**Activity 14: CSR in action**

**Working with your study partner if you have one, identify practices for each of the four types of initiative shown in Figure 3. How do these impact on the roles and responsibilities of managers?**

OVER TO YOU

**Activity 15: How Gap manages responsibility**

**Read the article "How Gap manage responsibility: Fashion retailer's response to global obligations", which was published in *Strategic Direction* (2014). (This article will be available in your online resources.)**

**The article outlines how international clothing retailer Gap has responded to the challenge of globalisation. What does social responsibility mean to Gap? Does their approach help overcome criticisms made of global organisations? What would be the implications on management practice of such an approach?**

# 1.2 The impact of the internal environment on management practice

The internal context is defined by strategy (including vision and mission statements), structures and processes adopted by the organisation. It is driven by **leadership** and management styles, and influenced by internal culture. The nature of this internal context, in turn, determines how successful the organisation is in dealing with its external environment.

## Vision, mission and values

The first step in the strategic planning process is to determine the vision and mission of the organisation. Alongside these, consideration should be given to the values an organisation finds important.

Table 6, below, summarises the purposes and contribution of each of these factors.

| Vision | Mission | Values |
|---|---|---|
| Purpose: communicates the long-term goals and aspirations of the organisation | Purpose: sets out the overall primary purpose and objectives; explains why an organisation exists | Purpose: communicates what is believed to be important about how people in the organisation behave or act |
| Contribution: provides a picture of what is to be achieved, and can be used to monitor and review progress | Contribution: short and clear statements which help define tactical objectives and give focus to the goal of the organisation | Contribution: defines and communicates desired behaviour within the organisation |

**Table 6:** Vision, mission and values

REVISION on the go

The article "Mission, purpose and ambition; redefining the mission statement" by Khalifa (2012) shown in your reading list provides a useful summary.

## NEED TO KNOW

Organisations use mission and vision statements and/or a set of shared organisational values to define and communicate their purpose and ethos as an organisation. These play an important role in representing the brand – both externally and internally. Such statements convey a sense of purpose which, when expressed clearly and communicated effectively, can be motivating.

REVISION on the go

To illustrate these in practice, consider how ABE has defined its mission and vision in the case study below.

## CASE STUDY

### Example of mission and vision at ABE

Our mission:

To make a difference in the world as the global leader in high-quality, accessible learning journeys which lead to internationally-recognised credentials in business and entrepreneurship-enabling people everywhere to realise their potential.

Our vision:

- to be the international first-choice awarding organisation in the arena of business and entrepreneurship;
- to be the pioneering provider of curriculum solutions which help bridge the global skills gap;
- to lead the market in customer experience and value-for-money, and to have that commitment at the heart of everything we do;

- to be passionate about making our educational programmes accessible, by working with strategic partners all over the world;
- to deliver the highest quality experience in all that we do;
- to ensure that ABE credentials are innovative and recognised by universities and employers;
- to be focused on responding to the evolving needs of our learners, members and centres;
- to always act with integrity, openness and respect for others.

OVER TO YOU

**Activity 16: Maximising effectiveness of mission and vision**

**Read the article "Mission, purpose and ambition: redefining the mission statement" by Khalifa (2012), Journal of strategy and management, Vol. 5 Issue: 3, pp. 236–251. (This article will be available in your online resources.)**

**The article provides some useful ideas on how the impact and effectiveness of these documents can be maximised. Locate a copy of an organisation's mission, vision and values statement for an organisation you are familiar with. In light of Khalifa's ideas, consider how these documents can be made more effective.**

## Developing and cascading statements of vision, mission and values

Processes to develop vision, mission and values statements may be rational and include consideration of internal and external analyses, or they may develop more creatively as a result of discussion and the expression of aspirations. In many organisations, vision and mission are defined by senior management (sometimes with the **involvement** of key stakeholders). These then lead to the formation of plans at a strategic and operational level and may also cascade through to individual objectives. Methods used to communicate these include the publication of plans and organisation wide communication and briefing mechanisms.

The development of a values statement involves defining what matters to an organisation and is considered important by its members. This requires consideration at a senior level and the involvement of key stakeholders. Increasingly there is a trend to involve employees in these discussions to help define of what the various values mean. Wider inclusion and involvement ensures that an organisation's values are relevant all employees.

## Challenges of working with a values framework

Organisational values need to be embedded into all management practices with managers actively leading and displaying these. Everyone must have a common, agreed understanding of the values. A failure to act on, or acceptance of, behaviour which does not fit with the agreed values will undermine the benefits which can follow.

For managers, this can be challenging as there may be times when it is prudent to ignore behaviour or to take an easier course of action. It also places managers' behaviours clearly into the spotlight.

### OVER TO YOU

**Activity 17: Communicating values**

**Your organisation has developed a values framework designed to underpin its vision of providing first class customer service. How would you communicate this to your team? How would you ensure standards are maintained and/or deal any issues that arise?**

## The impact of organisational culture

Organisational **culture** is often defined as "the way things work around here". Many organisations do similar things, but no two organisations do things in exactly the same way, and no two organisations feel the same. As a manager, you need to understand and work within this culture. You may be required to reinforce positive aspects of that culture, or support initiatives aiming to influence change regarding any of its negative aspects.

# Paper

# F1

## Accountant in Business

Welcome to Emile Woolf's study text for Paper F1 *Accountant in Business* which is:

- Written by tutors
- Comprehensive but concise
- In simple English
- Used around the world by Emile Woolf Colleges including China, Russia and the UK

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# Contents

# S

# Syllabus and study guide

## Aim

To introduce knowledge and understanding of the business and its environment and the influence this has on how organisations are structured and on the role of the accounting and other key business functions in contributing to the efficient, effective and ethical management and development of an organisation and its people and systems.

## Main capabilities

On successful completion of this paper, candidates should be able to:

**A** Explain how the organisation is structured, governed and managed by – and on behalf of – its external, connected and internal stakeholders

**B** Identify ~~and~~ describe the key environmental influences and constraints on how the business operates in general and how these affect the accounting function in particular

**C** Describe the history, purpose, and position of accounting in the organisation and the roles of other functional areas

**D** Identify and explain the functions of accounting systems and internal controls in planning, monitoring and reviewing performance and in preventing fraud and business failure

**E** Recognise the principles of authority and leadership and how teams and individuals behave and are managed, disciplined and motivated in pursuit of wider departmental and organisational aims and objectives

**F** Recruit and develop effective employees, using appropriate methods and procedures, while developing constructive relationships through effective communication and interpersonal skills

## Rationale

The *Accountant in Business* syllabus acts as an introduction to business structure and purpose, and to accountancy as a central business function. The syllabus commences with an examination of the structure and governance of businesses, briefly introducing ethics. It then looks at business in the context of its environment, including economic, legal, and regulatory influences on such aspects as governance, employment, health and safety, data protection and security. From there, it focuses on accounting, how it originated, how it is organised, its critical importance in business planning and control, and how it affects other business functions.

The syllabus then introduces students to the accounting profession and to certain aspects of the regulatory framework as they affect accounting, auditing and governance. The syllabus also covers accounting, auditing, and internal control as specific business functions and how these should be supported by effective management information systems. Finally, the syllabus introduces key management and people issues such as individual and team behaviour, leadership, motivation and personal effectiveness.

# Syllabus

## A Business organisation structure, governance and management

1 The business organisation and its structure
2 The formal and informal business organisation
3 Organisational culture in business
4 Stakeholders of business organisations
5 Information technology and information systems in business
6 Committees in the business organisation
7 Business ethics and ethical behaviour
8 Governance and social responsibility in business

## B Key environmental influences and constraints on business and accounting

1 Political and legal factors
2 Macro-economic factors
3 Social and demographic factors
4 Technological factors
5 Competitive factors

## C History and role of accounting in business

1 The history and function of accounting in business
2 Law and regulation governing accounting
3 Financial systems, procedures and IT applications
4 The relationship between accounting and other business functions

## D Specific functions of accounting and internal financial control

1 Accounting and finance functions within business
2 Internal and external auditing and their functions
3 Internal financial control and security within business organisations
4 Fraud and fraudulent behaviour and their prevention in business.

## E Leading and managing individuals and teams

1 Leadership, management and supervision
2 Individual and group behaviour in business organisations
3 Team formation, development and management
4 Motivating individuals and groups

## F Recruiting and developing effective employees

1 Recruitment and selection, managing diversity, and equal opportunity.
2 Techniques for improving personal effectiveness at work and their benefits
3 Features of effective communication
4 Training, development, and learning in the maintenance and improvement of business performance
5 Review and appraisal of individual performance

## Approach to examining the syllabus

The syllabus is assessed by a two hour paper-based or computer-based examination. Questions will assess all parts of the syllabus and will test knowledge and some comprehension or application of this knowledge. The examination will consist of 40 two mark questions, and 10 one mark questions.

## Study guide

This study guide provides more detailed guidance on the syllabus. You should use this as the basis of your studies.

### A BUSINESS ORGANISATIONAL STRUCTURE, GOVERNANCE AND MANAGEMENT

#### 1 The business organisation and its structure

(a) Identify the different types of organisation:
- (i) Commercial
- (ii) Not-for-profit
- (iii) Public sector
- (iv) Non-governmental organisations
- (v) Cooperatives

(b) Describe the different ways in which organisations may be structured: entrepreneurial, functional, matrix, divisional, departmental, by geographical area and by product.

(c) Describe the roles and functions of the main departments in a business organisation:
- (i) research and development
- (ii) purchasing
- (iii) production
- (iv) direct service provision
- (v) marketing
- (vi) administration
- (vii) finance.

(d) Explain the characteristics ~~of the~~ strategic, tactical and operational levels in the organisation in the context of the Anthony hierarchy.

(e) Explain the role of marketing in an organisation:
- (i) the definition of marketing
- (ii) the marketing mix
- (iii) the relationship of the marketing plan to the strategic plan

(f) Explain basic organisational structure concepts:
- (i) separation of direction and management
- (ii) span of control and scalar chain
- (ii) tall and flat organisations

(g) Explain centralisation and decentralisation and list their advantages and disadvantages.

**2 The formal and informal business organisation**

(a) Explain the informal organisation and its relationship with the formal organisation.

(b) Describe the impact of the informal organisation on the business.

**3 Organisational culture in business**

(a) Define organisational culture.

(b) Describe the factors that shape the culture of the organisation.

(c) Explain the contribution made by writers on culture:

(i) Shein – determinants of organisational culture

(ii) Handy – four cultural stereotypes

(iii) Hofstede – international perspectives on culture

**4 Stakeholders of business organisations**

(a) Define the internal stakeholder and list the different categories of internal stakeholder.

(b) Define connected and external stakeholders and explain their impact on the organisation.

(c) Identify the main stakeholder groups and the objectives of each group.

(d) Explain how the different stakeholder groups interact and how their objectives may conflict with one another.

**5 Information technology and information systems in business**

(a) Discuss the types of information technology and information systems used by the business organisation.

(b) List the attributes of good quality information.

(c) Explain how the type of information differs and the purposes for which it is applied at different levels of the organisation: strategic, tactical and operational.

d) Identify the different sources of internal and external information.

(e) Describe the main features of information systems used within the organisation.

**6 Committees in the business organisation**

(a) Explain the purposes of committees.

(b) Describe the types of committee used by business organisations.

(c) List the advantages and disadvantages of committees.

(d) Explain the roles of the Chair and Secretary of a committee.

### 7 Business ethics and ethical behaviour

(a) Define business ethics and explain the importance of ethics to the organisation and to the individual.

(b) Identify influences that determine whether behaviour and decisions are ethical or unethical.

(c) Identify the factors that distinguish a profession from other types of occupation.

(d) Explain the role of the accountant in promoting ethical behaviour.

(e) Recognise the purpose of international and organisational codes of ethics and codes of conduct, IFAC, ACCA etc.

### 8 Governance and social responsibility in business

(a) Recognise the concept of separation between ownership and control.

(b) Define corporate governance and social responsibility and explain their importance in contemporary organisations.

(c) Explain the responsibility of organisations to maintain appropriate standards of corporate governance and corporate social responsibility.

(d) Briefly explain the main recommendations of best practice in effective corporate governance:

- (i) Non-executive directors
- (ii) Remuneration committees
- (iii) Audit committees
- (iv) Public oversight

(e) Explain how organisations take account of their social responsibility objectives through analysis of the needs of internal, connected and external stakeholders.

(f) Identify the social and environmental responsibilities of business organisations to internal, connected and external stakeholders.

## B KEY ENVIRONMENTAL INFLUENCES AND CONSTRAINTS ON BUSINESS AND ACCOUNTING

### 1 Political and legal factors

(a) Define environmental forces in terms of political, legal, economic, social and technological factors.

(b) Explain how the political system and government policy affect the organisation.

(c) Describe the sources of legal authority, including supra-national bodies, national and regional governments.

(d) Explain how the law protects the employee and the implications of employment legislation for the manager and the organisation.

(e) Identify the principles of data protection and security.

(f) Explain how the law promotes and protects health and safety in the workplace.

(g) Recognise the responsibility of the individual and organisation for compliance with laws on data protection, security and health and safety.

**2 Macro-economic factors**

(a) Define macro-economic policy.

(b) Explain the main determinants of the level of business activity in the economy and how variations in the level of business activity affect individuals, households and businesses.

(c) Explain the impact of economic issues on the individual, the household and the business:

(i) inflation

(ii) unemployment

(iii) stagnation

(iv) international payments disequilibrium.

(d) Describe the main types of economic policy that may be implemented by government and supra-national bodies to maximise economic welfare.

(e) Recognise the impact of fiscal and monetary policy measures on the individual, the household and businesses.

**3 Social and demographic factors**

(a) Explain the medium and long-term effects of social and demographic trends on business outcomes and the economy.

(b) Describe the impact of changes in social structure, values, attitudes and tastes on the organisation.

(c) Identify and explain the measures that governments may take in response to the medium and long-term impact of demographic change.

**4 Technological factors**

(a) Explain the effects of technological change on the organisation structure and strategy:

(i) Downsizing

(ii) Delayering

(iii) Outsourcing

(b) Describe the impact of information technology and information systems development on business processes.

**5 Competitive factors**

(a) Explain the factors that influence the level of competitiveness in an industry or sector.

(b) Describe the activities of an organisation that affect its competitiveness:

(i) purchasing

(ii) production

(iii) marketing

(iv) service

## C HISTORY AND ROLE OF ACCOUNTING IN BUSINESS

### 1 The history and function of accounting in business

(a) Briefly explain the history and development of the accounting and finance role in business.

(b) Explain the overall role and separate functions of the accounting department.

### 2 Law and regulation governing accounting

(a) Explain basic legal requirements in relation to keeping and submitting proper records and preparing financial accounts.

(b) Explain the broad consequences of failing to comply with the legal requirements for maintaining accounting records.

(c) Explain how the international accountancy profession regulates itself through the establishment of reporting standards and their monitoring.

### 3 Financial systems, procedures and IT applications

(a) Explain how business and financial systems and procedures are formulated and implemented to reflect the objectives and policies of the organisation.

(b) Describe the main financial systems used within an organisation:

(i) purchases and sales invoicing

(ii) payroll

(iii) credit control

(iv) cash and working capital management.

(c) Explain why appropriate controls are necessary in relation to business and IT systems and procedures.

(d) Understand business uses of computers and IT software applications:

(i) Spreadsheet applications

ii) Database systems

(e) Describe and compare the relative benefits and limitations of manual and automated financial systems that may be used in an organisation.

### 4 The relationship between accounting and other business functions

(a) Explain the relationship between accounting and purchasing/procurement.

(b) Explain financial considerations in production and production planning.

(c) Identify the financial issues associated with marketing.

(d) Identify the financial costs and benefits of effective service provision.

## D SPECIFIC FUNCTIONS OF ACCOUNTING AND INTERNAL FINANCIAL CONTROL

### 1 Accounting and finance functions within business

(a) Explain the contribution of the accounting function to the formulation, implementation, and control of the organisation's policies, procedures, and performance.

(b) Identify and describe the main accounting and reporting functions in business:

- (i) recording financial information
- (ii) codifying and processing financial information
- (iii) preparing financial statements

(c) Identify and describe the main management accounting and performance management functions in business:

- (i) recording and analysing costs and revenues
- (ii) providing management accounting information for decision-making
- (ii) planning and preparing budgets and exercising budgetary control.

(d) Identify and describe the main finance and treasury functions:

- (i) calculating and mitigating business tax liabilities
- (ii) evaluating and obtaining finance
- (iii) managing working capital
- (iv) treasury and risk management.

### 2 Internal and external auditing and their functions

(a) Define internal and external audit.

(b) Explain the main functions of the internal auditor and the external auditor.

### 3 Internal financial control and security within business organisations

(a) Explain internal control and internal check.

(b) Explain the importance of internal financial controls in an organisation.

(c) Describe the responsibilities of management for internal financial control.

(d) Describe the features of effective internal financial control procedures in an organisation.

(e) Identify and describe features for protecting the security of IT systems and software within business.

(f) Describe general and application systems controls in business.

**4 Fraud and fraudulent behaviour and their prevention in business.**

(a) Explain the circumstances under which fraud is likely to arise.

(b) Identify different types of fraud in the organisation.

(c) Explain the implications of fraud for the organisation.

(d) Explain the role and duties of individual managers in the fraud detection and prevention process.

## E LEADING AND MANAGING INDIVIDUALS AND TEAMS

**1 Leadership, management and supervision**

(a) Define leadership, management and supervision and the distinction between these terms.

(b) Explain the nature of management:

i) scientific/classical theories of management Fayol, Taylor

ii) the human relations school – Mayo

iii) the functions of a manager – Mintzberg, Drucker

(c) Explain the areas of managerial authority and responsibility.

(d) Explain the qualities, situational, functional and contingency approaches to leadership with reference to the theories of Adair, Fiedler, Bennis, Kotter and Heifetz.

(e) Explain leadership styles and contexts: using the models of Ashridge, and Blake and Mouton.

**2 Individual and group behaviour in business organisations**

(a) Describe the main characteristics of individual and group behaviour.

(b) Outline the contributions of individuals and teams to organisational success.

(c) Identify individual and team approaches to work.

**3 Team formation, development and management**

(a) Explain the differences between a group and a team.

(b) Define the purposes of a team.

(c) Explain the role of the manager in building the team and developing individuals within the team.

(i) Belbin's team roles theory

(ii) Tuckman's theory of team development

(d) List the characteristics of effective and ineffective teams.

(e) Describe tools and techniques that can be used to build the team and improve team effectiveness.

**4 Motivating individuals and groups**

(a) Define motivation and explain its importance to the organisation, teams and individuals.

(b) Explain content and process theories of motivation: Maslow, Herzberg, McGregor, and Vroom.

(c) Explain and identify types of intrinsic and extrinsic reward.

(d) Explain how reward systems can be designed and implemented to motivate teams and individuals.

## F RECRUITING AND DEVELOPING EFFECTIVE EMPLOYEES

**1 Recruitment and selection, managing diversity and equal opportunity**

(a) Explain the importance of effective recruitment and selection to the organisation.

(b) Describe the recruitment and selection processes and explain the stages in these processes.

(c) Describe the roles of those involved in the recruitment and selection processes.

(d) Describe the methods through which organisations seek to meet their recruitment needs.

(e) Explain the advantages and disadvantages of different recruitment and selection methods.

(f) Explain the purposes of a diversity policy within the human resources plan.

(g) Explain the purpose and benefits of an equal opportunities policy within human resource planning.

(i) Explain the practical steps that an organisation may take to ensure the effectiveness of its diversity and equal opportunities policy.

**2 Techniques for improving personal effectiveness at work and their benefits**

(a) Explain the purposes of personal development plans.

(b) Describe how a personal development plan should be formulated, implemented, monitored and reviewed by the individual.

(c) Explain the importance of effective time management.

(d) Describe the barriers to effective time management and how they may be overcome.

(e) Describe the role of information technology in improving personal effectiveness.

(f) Explain the purposes and processes of coaching, mentoring and counselling and their benefits.

**3 Features of effective communication**

(a) Define communications.

(b) Explain a simple communication model: sender, message, receiver, feedback, noise.

(c) Explain formal and informal communication and their importance in the workplace.

(d) Identify the consequences of ineffective communication.

(e) Describe the attributes of effective communication.

(f) Describe the barriers to effective communication and identify practical steps that may be taken to overcome them.

(g) Describe the main methods and patterns of communication.

**4 Training, development and learning in the maintenance and improvement of business performance**

(a) Explain the importance of learning in the workplace.

(b) Describe the learning process: Honey and Mumford, Kolb.

(c) Describe the role of the human resources department and individual managers in the learning process.

(d) Describe the training and development process: identifying needs, setting objectives, programme design, delivery and validation.

(e) Explain the terms 'training', 'development' and 'education' and the characteristics of each.

(f) List the benefits of effective training and development in the workplace.

**5 Review and appraisal of individual performance**

(a) Explain the importance of performance assessment.

(b) Explain how organisations assess the performance of human resources.

(c) Define performance appraisal and describe its purposes.

(d) Describe the performance appraisal process.

(e) Explain the benefits of effective appraisal.

(f) Identify the barriers to effective appraisal and how these may be overcome.

(g) Explain how the effectiveness of performance appraisal may be evaluated.

# Contents

## L6 descriptor

| Knowledge descriptor (the holder...) | Skills descriptor (the holder can...) |
|---|---|
| • Has advanced practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors.<br>• Understands different perspectives, approaches or schools of thought and the theories that underpin them.<br>• Can critically analyse, interpret and evaluate complex information, concepts and ideas. | • Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors.<br>• Use and, where appropriate, design relevant research and development to inform actions.<br>• Evaluate actions, methods and results and their implications. |

The study guide includes a number of features to enhance your studies:

**'Over to you'**: activities for you to complete, using the space provided.

**Case studies**: realistic business scenarios to reinforce and test your understanding of what you have read.

**'Revision on the go'**: use your phone camera to capture these key pieces of learning, then save them on your phone to use as revision notes.

**'Need to know'**: key pieces of information that are highlighted in the text.

**Examples**: illustrating points made in the text to show how it works in practice.

**Tables, graphs and charts**: to bring data to life.

**Reading list**: identifying resources for further study, including Emerald articles (which will be available in your online student resources).

**Source/quotation** information to cast further light on the subject from industry sources.

**Highlighted words** throughout denoting **glossary terms** located at the end of the study guide.

**Note**

Website addresses current as of August 2017.

# Business ethics and sustainability

## Unit introduction

This unit will develop your understanding of managerial and organisational principles through considering the role of ethics in business operations, including corporate social responsibility and sustainability. You will examine the origins, theory and practice of these closely interconnected issues. Business ethics are now fundamental to all aspects of business from finance to marketing, and can demonstrate accountability to the people and environments impacted by an organisation's actions. No business is immune, and it is important that organisations are aware of the ethical issues surrounding business decisions and that employees at all levels of the organisation are familiar with the principles of ethical decision-making.

Throughout the five chapters which make up this study guide, you will consider the complexities facing international management when engaging with stakeholders from diverse cultural and ethical backgrounds, who differ in business or ethical norms. You will study ethics through the lens of a global business ethical agenda alongside local cultural insight. By the end of the study guide you will be confident to discuss both practical theoretical issues relating to ethics and the relationship between business and society in an international context.

Level 6 Business Ethics and Sustainability

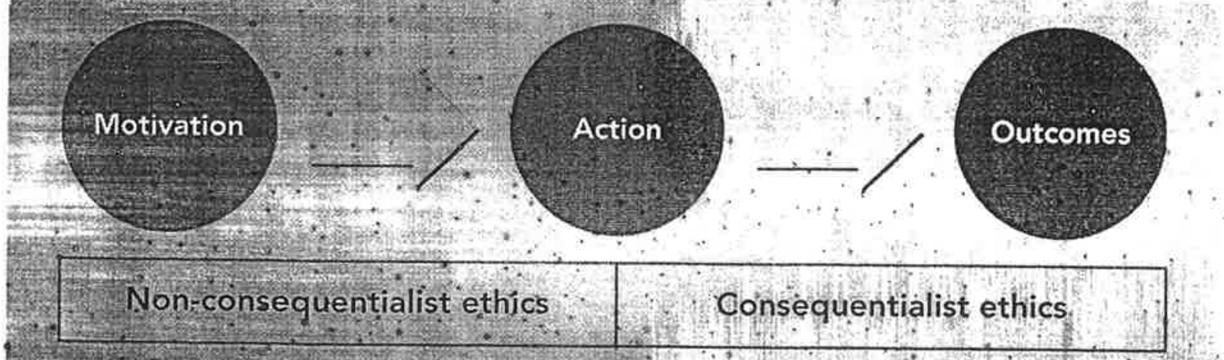
# 1.1 Western approaches to business ethics

**NEED TO KNOW**

**Business ethics** describes the analysis of business decisions, activities and contexts to assess issues of right and wrong through the study of moral and social responsibility.

Philosophical thinking associated with business contexts originated in the age of "modernity" in the eighteenth century. They are known as **"normative" theories** based on the fact that they make assumptions about the nature of the world and human beings. This means that the degree to which we accept the theory depends on the degree to which we agree with those assumptions.

The theories can be differentiated into two groups, according to whether they are based on a decision-maker's motivation (non-consequentialist ethics), or based on the outcome of an action (consequentialist ethics). This is shown in Figure 1.




*Source: Adapted from Crane and Matten (2015)*

**Figure 1:** Consequentialist and non-consequentialist theories in business ethics

OVER TO YOU

**Activity 1: Applying the principles of Kantian ethics**

**Identify how the principles of Kantian ethics can be applied to the following business practices:**

- **Accessing confidential customer information from a competitor company.**
- **Offsetting carbon emissions in order to reduce the carbon footprint.**
- **Failing to recall a product which has small faults, reasoning that it is no more risky than other aspects of competitor products.**
- **Inflating anticipated profits on the balance sheet in order to attract investor confidence.**
- **Whistle-blowing on a colleague, although co-workers do not support this decision.**

## *Ethics of rights and justice*

John Locke (1632–1704) conceptualised the concept of "natural rights", now known as **"human rights"** which expresses that all humans are entitled to basic rights regardless of gender, race, religion, nationality or any other factor. These rights can be related to Kantian duties, since a right for honesty for example implies a duty to provide honest information. Human rights essentially concern human dignity, and are therefore readily understood as part of business ethics. Many organisations produce human rights statements. However, some complexities can arise in particular cultures and contexts, since the notion of "rights" is commonly based on western views of morality.

Individual rights link to the issue of **justice** in ensuring the fair and equal treatment of all concerned (procedural justice), and ensuring that everyone gets what they deserve whether positive or negative (distributive justice). When considering how far the benefits/burdens of society should be shared, it can be difficult however to decide just how much each person deserves. In some situations for example, we might deem it acceptable for some sections of society to receive governmental financial support and assistance, but may feel differently if we perceive that such people receive more support than perceived to be "fair". John Rawls (1971) noted that any group/society is dependent upon members feeling that they are dealt with fairly/justly. This links to the Kantian view that individuals need to be treated with dignity, as equals.

But society is often not equal, inequalities exist both on a global level and on an individual level in terms of income, ability, health, social and economic status. Rawls proposes that justice is achieved when the basic freedoms associated with human rights are met, and that while inequalities are

Smith's (1793) economic view was that the pursuit of self-interest is morally acceptable because it produces a desirable outcome for society, when the marketplace is based on a system of open competition and open information (for example, ensuring no monopolistic behaviour). This means that a company might support charitable causes because it improves the reputation of the company and at the same time makes the decision-makers feel good about helping others.

Egoism is sometimes confused with the notion of being selfish, but the difference is that the egoist sees how helping others helps their own desires, while a selfish decision/action is unable to recognise the needs of others.

This links to the principle of "**enlightened egoism**" which identifies that acting altruistically (believing it is our ethical responsibility to help others) can be a deliberate strategy in order to help ourselves/serve our own interests. For example, organisations might support community projects because it improves workforce retention and staff satisfaction. Enlightened egoism/self-interest is at the heart of driving companies forward in corporate social responsibility and sustainability practices, as you will study in Chapter 2.

Egoist ethics are weakened by numerous situations where markets are skewed, and there is a lack of equality. This is apparent in the sustainability debate when considering that future generations are the victims of resource depletion, although they are not yet taking part in market decision-making.

OVER TO YOU

**Activity 3: Linking actions to the principle of "enlightened egoism"**

**Identify how each of the following actions link to the principle of companies acting according to "enlightened egoism/self-interest":**

- **Corporate philanthropy: Donations towards the building of a local school.**
- **Progressive employment practices: Family-friendly policies and medical care benefits.**
- **Environmental stewardship: Participation in environmental management programmes.**

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- Families of those made redundant
- Taxpayers
- Any other stakeholders you think relevant

*Source: Fisher et al. 2013*

## Virtue ethics

This is based on the character and **integrity** of the decision-maker, rather than the underlying principles or outcomes of particular actions. In this respect it has links to **Confucianism** which as you will learn in the following section, is based on cultivating virtues such as benevolence and righteousness.

Virtue ethics consider that morally correct actions are taken by those with virtuous character. Virtues can be considered as wisdom, honesty, courage, loyalty, mercy and so on. Aristotle was an early proponent of virtue ethics and considered virtuous behaviour as part of a good life. From a business perspective, a "good life" means not only economic success, but satisfied **stakeholders**.

It is very important to consider local cultures and traditions when considering what constitutes a "good life" and good virtues. For example, in some cultures it might be seen as appropriate for children to work with their family, rather than go to school to receive an education (which might be considered a western concept). A virtuous decision-maker therefore needs to be guided by organisational codes of conduct and training programmes which encourage sensitive judgement on ethical matters, and consider what a virtuous person would do in this situation.

We are not born with virtuous characters, but rather we learn to develop these traits and habits. Similarly, an organisation can seek to employ individuals with particular character traits and habits, but these are also shaped by workplace practices (as you will study in Chapter 5 with regard to developing an ethical approach through corporate **culture**).

Virtue ethics considers which type of person is making decisions, and how their character traits might be influenced by organisational practices. For example, a company which sets unrealistic sales goals may influence team members to become ruthless in the pursuit of making a sale.

OVER TO YOU

**Activity 6: Ethical viewpoints**

- Do you think McDonald's takes an ethical approach to attracting children as customers?
- Which ethical theory do you most identify with in the analysis of this case?

Now research another case study from the website and prepare to summarise the points below to the rest of the class:

http://businessethicscases.blogspot.co.uk/

- Briefly describe the case and the business ethics issues involved.
- Set out how the issues can be analysed according to differing theoretical perspectives.
- Decide whether you think the company is acting ethically or not.

# 1.2 Eastern approaches to business ethics

## Differing cultural contexts

The section above has shown that western ethical theories are normative which means that they set out universal rules/principles which can be applied to indicate right versus wrong actions. They are based on philosophical arguments. Theories influencing eastern thought are based on Confucian theory, alongside religions such as Buddhism, Taoism and Islam. Both approaches can help indicate the "right" action. The difference is that western philosophical approaches are based on human reasoning, whereas eastern religious approaches are based on deities or teachings as a source of principles which influence ethical conduct. Eastern-influenced consequences of action imply salvation/enlightenment or damnation, whereas western philosophical-influenced theories are based on the consequence of social benefits versus harm. The differences in western and eastern ethics are shown below in Table 1.

Yet companies are realising that their continued success, at home and abroad, requires an overhaul of the working culture that made them so big in the first place. At home, the changing expectations of younger workers – who are increasingly educated abroad, and less willing to sacrifice their home life for their corporate family – are forcing companies to rethink how they recruit. They are also grappling with how to manage their foreign operations: send out Koreans to run them, or put locals in charge? If the latter, should they try to impose Korean corporate ways on them?

Piecemeal change has been under way for decades. Relapsing back into old ways is unlikely to work, however, given the reluctance of younger employees to tolerate the strictures of the typical South Korean workplace. Their expectations are "totally different" from those of their parents, says Yongsun Paik, an expert on Korean management culture based in America. Now that many firms have stopped paying people according to time served, those who switch employers to escape an oppressive workplace or to try out something new are no longer penalised.

In 2018 South Korea's working-age population will begin to decline. Its firms will increasingly have to compete for workers, and thus need to rethink their biases against women, foreigners and those with an unconventional education. The country's traditional work culture helped power it to prosperity. Now it must change to attract the talent it needs.

*Adapted from: The Economist (2015) http://www.economist.com/news/business/21679214-punishing-work-culture-gradually-being-relaxed-loosening-their-ties*

## Confucianism

Confucianism is the dominant philosophy shaping eastern culture, alongside major religions such as Taoism, Buddhism, Hinduism and Islam. Confucius (551 BC–479 BC) was a Chinese philosopher who emphasised the influence of personal and governmental morality, and social relationships in order to create a peaceful and harmonious society. Confucianism is concerned with behaving in a certain way through the adoption of key virtues/values, rather than following particular beliefs (as in Christian and Islam religions for instance).

From a Confucian perspective, ethical business requires business leaders to consider the well-being of all people. It is therefore strongly linked to the western virtue ethics approach described in the previous section, and stakeholder theory as part of corporate social responsibility which is set out in Chapter 2. This perspective recognises the needs of society, employees, and customers alongside business success – "Virtuous business would adhere to the spirit of the law and go beyond legal compliance to ensure mutual benefit between business and stakeholders. In this way, they advance the progress and stability of society" (Lagan and Moran, 2006). Key virtues influencing approaches to business ethics are presented below.

- Sincerity – be truthful and conscientious in carrying out duties for others.
- Benevolence – show concern for others.
- Filial piety – respect the wishes of your father.
- Propriety – choose to do the "right" thing.

These values will now be explored through two key characteristics of eastern societies which influence approaches to business ethics; hierarchical social relations and collectivism.

OVER TO YOU

## Activity 7: Considering personal relationships

**Discuss the following questions with a study partner, if possible:**

**What is the importance of personal relationships in an organisational context in your country?**

**What problems might emerge in business when people from different social and cultural backgrounds are negotiating but base trust on different factors?**

CASE STUDY

## Ping An of China



This case study of a Chinese insurance, banking and investment corporation highlights the influence of Confucianism on corporate culture. It also demonstrates the role of **globalisation**, and blended corporate culture approaches between East and West.

Ping An was established in 1988 when China was at the initial stage of transition to a market economy. Government policies and regulations were yet to be well established and the insurance market was in a monopolistic state. Ping An's culture for enterprise, innovation and performance-based appraisal mechanisms seemed strange to the public at that time because they were used to a planned economy and the idea of only working for one company in a lifetime.

Working in a context where society did not accept – or even rejected – commercial culture was challenging and the accelerated pace of reforms led to a culture where although Ping An employees worked hard, they did not share the company's traditional values.

The company began to return to the essence of Chinese traditional culture using traditional Confucianism as the base of the company and "benevolence, righteousness, propriety, wisdom, faith, honesty" as the ethical yardsticks and to guide relationships between individuals and the company, society and national interests.

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## Summary

**This chapter has introduced you to a range of philosophies associated with western and eastern approaches to ethical business decision-making. It has set out a range of influences to be considered in the analysis of business actions. You will be able to apply this theoretical understanding to a practical analysis of corporate social responsibility practices in the following chapter. You are also encouraged to return to the philosophies in this chapter throughout your course, as they underpin understanding and reflection on all modern-day practices.**

Pages 59-74 are not shown in this trial version

# IELTS WRITING

# OVERVIEW

## Writing Test Basics

**Q. How is the Writing test structured?**

A. The Writing test has two tasks called Task 1 and Task 2, as briefly described below:

| | Writing Task 1 | Writing Task 2 |
|---|---|---|
| **Word limit** | 150 words minimum | 250 words minimum |
| **Suggested time limit** | 20 minutes | 40 minutes |
| **Overall Score** | On a band scale from 0–9 with half band scores | On a band scale from 0–9 with half band scores |

**Note:** Task 2 score contributes a little more to the overall score than Task 1.

**Q. Where should I write my answers to the Writing tasks?**

A. You will be given an Answer booklet in which you should write your Task 1 and Task 2 responses:

- The booklet has about 20 lines per page and 4 pages.
- The first page of the Task 1 section has some instructions, leaving only half a full page for writing on that page, plus the following page.
- The Task 2 section has 2 full pages.
- It is clearly indicated where to start your answer to both Task 1 and Task 2.

**Remember, too:**

- You can do the tasks in **any order**, which means you can decide to do Task 2 first if you prefer, or if you are worried about how best to use the time.
- You can ask for additional paper if you need it.

**Q. How is my writing assessed?**

A. By a real person!

Each task is marked by a trained IELTS assessor who reads your answer and gives you a score (from 0 to 9) for different aspects of your performance by comparing what you have written with performance descriptions for different score levels in these four areas:

- **task fulfilment** in Task 1 (Did you do what you were asked to do?) or **task response** in Task 2 (Did you respond to all parts of the task and offer a clear viewpoint?)
- **vocabulary** (How varied, appropriate and extensive is your use?)
- **grammar** (How flexibly and accurately are you able to use different sentence types?)
- **coherence and cohesion** (How well is your answer structured in terms of ideas and paragraphing; how well do sentences link together to build logical movement from one idea to another?)

**Note:** you may lose marks if you don't write enough words for either answer.

**Q. How can I impress the assessor?**

A. Well done! This is the **key question** in our book.

There are many ways to manage your answers to each task so that you impress your assessor. These will be discussed and practised extensively later in this section of the book.

**Q. How should I begin my preparation?**

A. First, have a look at the Task 1 section on Page 78 and the Task 2 section on Page 127.

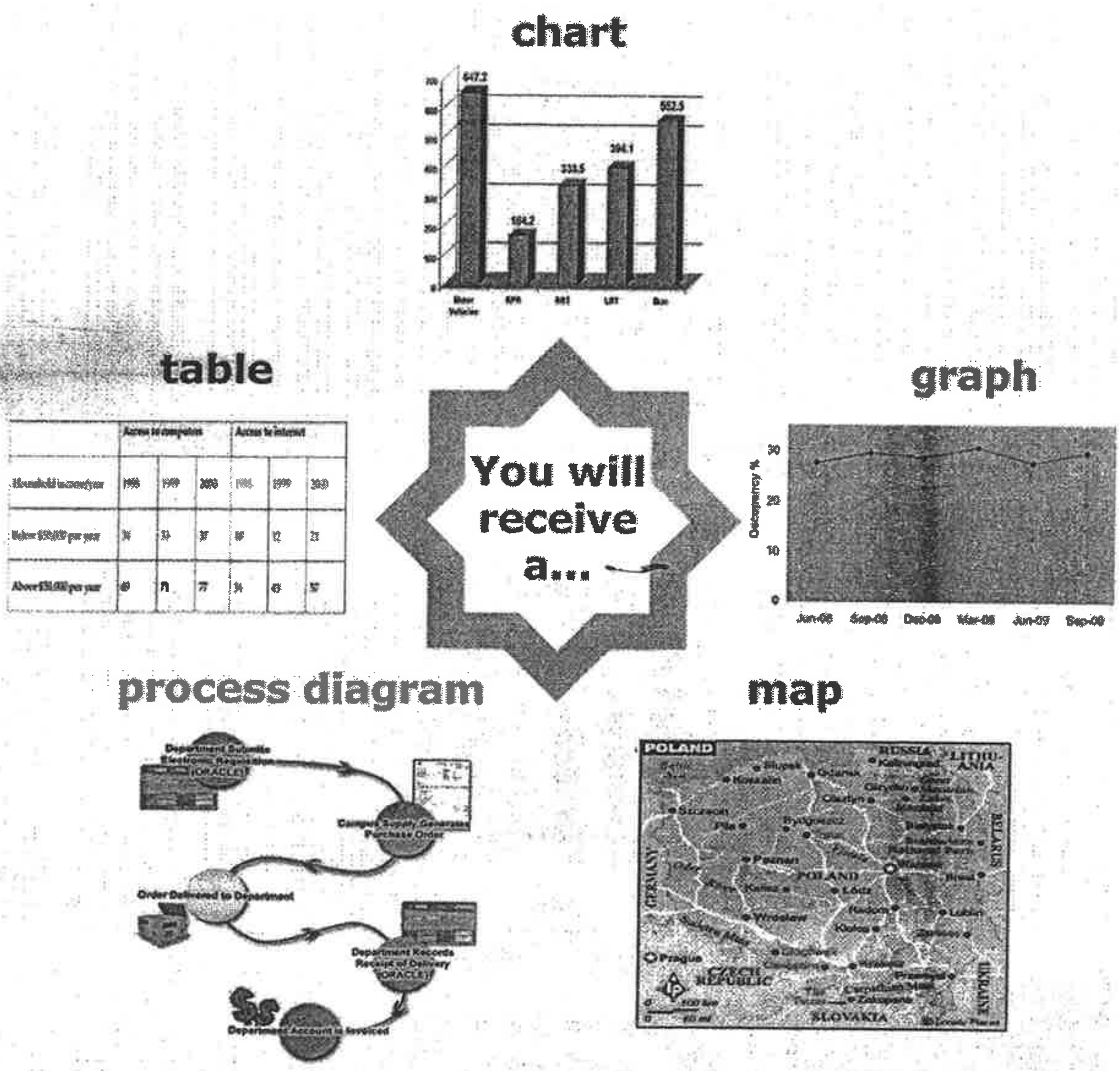
While going through our advice for Task 1 and Task 2 you may notice that we give several identical suggestions for both tasks. This is because there are **important principles that apply to both Task 1 and Task 2.** It seems a good idea to be reminded of them so you can learn how to apply them while practising, and, more importantly, in the actual IELTS exam.

# WRITING LESSON – Task 1 Report

## First Questions Answered

**Q. What kind of task will I be given?**

**A.** For Task 1 you will receive either a **chart**, a **graph**, a **map**, a **process diagram** or a **table**:



Pages 79-98 are not shown in this trial version

# WRITING TASK 1 FITNESS ACTIVITIES

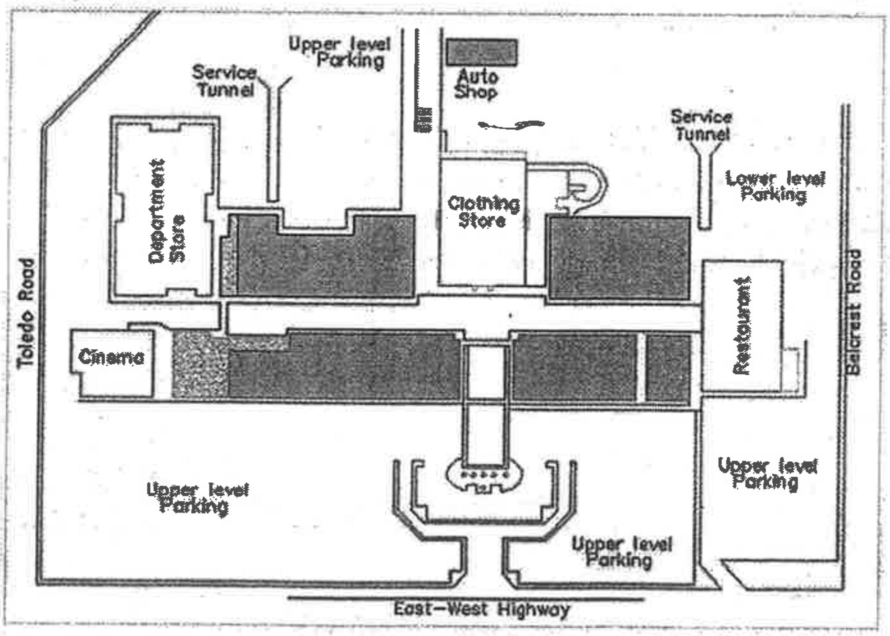
## Before you start

The fitness activities in this section offer you quick practice at the different task types you may encounter in the IELTS Writing test. It's also a chance to use some of the tips from the Writing chapter earlier in our book.

With the help of these fitness activities you will build awareness of key elements of different Task 1 reports. Work through each section, noting the different aspects of the report being focused on. When you are practising a Task 1 report under exam conditions, try asking yourself similar questions as part of **managing and improving your written response.**

## TASK TYPE » Map

### Fountain Gate Shopping Centre, 1980



# IELTS TEST

# FULL IELTS PRACTICE TEST – ACADEMIC MODULE

## LISTENING TEST

### Test Instructions

Listen to the recording straight through, **ONCE** only (total audio time: 30 min). Answer the questions while listening to each section. At the end of the test you will have another ten minutes to transfer your answers to the Answer sheet (Page 354).

### SECTION 1 Questions 1-10

#### Questions 1-5

Complete the Seafront Backpacker hostel enquiry form.

Write **NO MORE THAN 2 WORDS AND/OR A NUMBER** for each answer.

**Seafront Backpacker Hostel**
**Bay View Heights**



**Guest Form**

Guest's Current Address: *Seaview Hotel* EXAMPLE *15 Esplanade, Dune Beach*

Family Name of guest **1** ___________ First Name **2** ___________

Phone No. **3** ___________ No of nights required **4** ___________

Cost per night: Dormitory **A:** $18 **B:** $15 Weekly Cost (7 nights) **5** $___________



# IELTS WRITING DOCTOR

# IELTS GRAMMAR — WRITING TASK 1

## Task 1 answer — Introduction paragraph

Grammar can sometimes make you feel a bit sick, right? But, it's so important in IELTS. In Academic Task 1, often the problem is in choosing suitable language that allows you to describe statistical data in a formal yet clear and easy-to-understand way.

This first section shows some of the different ways to start your Task 1. Why not take a look! You might even feel better afterwards!



### Starting your Task 1 answer

Getting off to a confident start is important. Remember, too, that wherever possible you need to avoid copying all the words from the task prompt! Check out these possible starts:

The graph **shows.../presents data on.../compares...**
The table **shows...**
The bar graph **shows...**
The map is a diagram **representing.../which represents...**
The flow chart **shows.../illustrates the process involved in...**
The process diagram **shows...**
The bar chart **compares.../presents a comparison between...**

### Overview sentences

An 'overview' is a sentence indicating the most dominant overall feature of the statistics or information presented—it can be written as an additional sentence in your introductory paragraph, or possibly as part of your summary at the end.
For examples of complete overviews refer to Fitness Activities section, Page 99.

### Possible starts to an overview sentence:

Generally, the graph/information shows that...
It is clear from the graph/statistics that...
In broad terms, the chart indicates that...
The main trend/pattern displayed indicates that...
It is clear from the graph/table/map/flow chart/bar chart that...
The dominant trend represented indicates that...

# IELTS VOCABULARY — WRITING TASK 1

Hello again. Using appropriate vocabulary is an important part of writing a good IELTS answer.

Expressions like 'nice', 'big', 'got bigger', 'got worse', all of which communicate effectively in some general situations, need to be replaced when you write a formal report in English, otherwise the assessor may judge you to be very limited as a user of English. We hope that some of the expressions below will be of help to you when practising Academic Task 1 Writing. Enjoy! Or is it Endure!!??



## Appropriate, formal expressions for a report

In writing a report it is important to use an appropriate level of formality. Report writing requires a formal choice of vocabulary, not everyday, conversational choices. Compare these:

### Achieving Appropriate Level of Formality

| A  might write... | An  would write... |
|---|---|
| In the picture is... | The graph/chart/diagram shows... |
| was the same | levelled off, remained the same, didn't change, remained unaltered/stable |
| numbers | figures/statistics/data |
| got bigger | increased |
| went up | rose |
| at the time in the table | during the period shown |
| got money | earned/received an income |
| got worse | deteriorated, worsened |
| got smaller | decreased, diminished, reduced |
| went up fast | increased rapidly, jumped |
| went up a lot | increased dramatically, markedly, significantly |
| went up and down | fluctuated |
| was at its biggest | reached its high point of..., peaked at/in... |
| I can see that... | It can be observed that.../it is clear that... |
| It's a.../It'll be a good thing | This is bound to be/may well be a positive development |
| had | owned, bought, consumed, enjoyed |
| had the same... | experienced, owned the same... |
| went to... | visited/attended... |
| made | manufactured |
| going to/gonna | highly likely to... |
| got better | improved, recovered |
| was different | altered, changed |
| big | significant, major, large |

# IELTS SPEAKING

# SPEAKING LESSON

## First Questions Answered

**Q. What does the IELTS interview consist of, and how long does it last?**

A. The interview has these main elements:

- You are interviewed by one, trained IELTS assessor.
- The interview is in three parts, lasting a total of 11-14 minutes.
- The assessor asks all the questions.
- The assessor awards your score.

**Q. What is in each of the three parts?**

A. The parts are divided up as follows:

- **In Part 1** the assessor asks you questions on three everyday topics for a total of four to five minutes. There are usually four questions for each topic.

- **In Part 2** you give a short talk on a topic which is given to you beforehand. The topic is on a topic card, such as the one below:

> Talk about someone you know, or know about, who has had an interesting life.
>
> You should say:
> who the person is
> where the person comes from
> what is interesting about that person's life
> and explain why that person's life seems interesting to you.

You have one minute to plan your talk and have to talk for one to two minutes.

- **In Part 3** you are asked questions of a more general nature, but broadly related to the topic of your talk. The assessor may respond to your answers to draw out more detail.

# SPEAKING FITNESS ACTIVITIES

The fitness activities in this section will help you to tell some of the differences between a stronger response and a weaker response, and to improve your own responses when you try the IELTS Practice Interview.

## PART 1 » Answering questions on three everyday topics

### Fitness Activities 1–16 for Part 1 of the IELTS Speaking Test

**Activities 1–5 will help you to build stronger responses to questions on Topic 1:**

| Topic 1 | Let's talk about your home |
|---|---|

1 ***Question: 'Do you live in an apartment or a house?'***

**Which of these possible responses seems the most appropriate, and why?**

a) 'A house.'

b) 'I live in a house in West Beach; I've lived there for about 2 years now.'

c) 'I live in a house. The house is big.'

2 ***Question: 'Is it a good place to live?' (Why?/Why not?)'***

**Which response is not really answering what the question is asking?**

a) 'Yes, it's the suburb that is near the city centre, with all the best shops.'

b) 'Not really, as it's located in a very noisy part of town and the landlord never does anything about our complaints.'

c) 'Yes it's a really good place because the rent is reasonable and it's near to the train station.'

# ANSWERS & TRANSCRIPTS

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# F3 INT Study Text
# Financial Accounting

# ACCA

# Paper

# F3 (INT)

## Financial Accounting (International)

Welcome to Emile Woolf's study text for Paper F3 *Financial Accounting (International)* which is:

- Written by tutors
- Comprehensive but concise
- In simple English
- Used around the world by Emile Woolf Colleges including China, Russia and the UK

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# C

# Contents

# S

# Syllabus and study guide

## Aim

To develop knowledge and understanding of the underlying principles and concepts relating to financial accounting and technical proficiency in the use of double-entry accounting techniques including the preparation of basic financial statements.

## Main capabilities

On successful completion of this paper, you should be able to:

- **A** Explain the context and purpose of financial reporting
- **B** Define the qualitative characteristics of financial information and the fundamental bases of accounting
- **C** Demonstrate the use of double entry and accounting systems
- **D** Record transactions and events
- **E** Prepare a trial balance (including identifying and correcting errors)
- **F** Prepare basic financial statements for incorporated and unincorporated entities.

## Rationale

The syllabus for Paper F3, *Financial Accounting*, introduces the candidate to the fundamentals of financial accounting, explaining its context and purpose with reference to qualitative characteristics of useful financial information and to the fundamental bases of accounting. The syllabus then concentrates in depth on the basics of the double-entry system and on recording, processing, and reporting business transactions and events. The syllabus then covers the use of the trial balance and how to identify and correct errors, and then the preparation of financial statements for incorporated and unincorporated entities.

# Syllabus

**A The context and purpose of financial reporting**

1 The reasons for, and objectives of, financial reporting
2 Users' and stakeholders' needs
3 The main elements of financial reports
4 The regulatory framework

**B The qualitative characteristics of financial information and the fundamental bases of accounting**

1 The qualitative characteristics of financial reporting
2 Alternative bases used in the preparation of financial information

**C The use of double entry and accounting systems**

1 Double-entry book-keeping principles including the maintenance of accounting records and sources of information
2 Ledger accounts, books of prime entry and journals
3 Accounting systems and the impact of information technology on financial reporting

**D Recording transactions and events**

1 Sales and purchases
2 Cash
3 Inventory
4 Tangible non-current assets
5 Depreciation
6 Intangible non-current assets and amortisation
7 Accruals and prepayments
8 Receivables and payables
9 Provisions and contingencies
10 Capital structure and finance costs

**E Preparing a trial balance**

1 Trial balance
2 Correction of errors
3 Control accounts and reconciliations
4 Bank reconciliations
5 Suspense accounts

**F Preparing basic financial statements**

1 Statements of financial position
2 Income statements and statements of comprehensive income
3 Events after the reporting period
4 Accounting for partnerships
5 Statements of cash flows (excluding partnerships)
6 Incomplete records

## Approach to examining the syllabus

The syllabus is assessed by a two hour paper-based or computer-based examination. Questions will assess all parts of the syllabus and will contain both computational and non-computational elements. The examination will consist of 40 two mark questions, and 10 one mark questions.

## Study guide

### A The context and purpose of financial reporting

#### 1 The reasons for and objectives of financial reporting

(a) Define financial reporting – recording, analysing and summarising financial data.

(b) Identify and define types of business entity – sole trader, partnership, limited liability company.

(c) Recognise the legal differences between a sole trader, partnership and a limited liability company.

(d) Identify the advantages and disadvantages of operating as a limited liability company, sole trader or partnership.

(e) Understand the nature, principles and scope of financial reporting.

#### 2 Users' and stakeholders' needs

(a) Identify the users of financial statements and state and differentiate between their information needs.

#### 3 The main elements of financial reports

(a) Understand and identify the purpose of each of the main financial statements.

(b) Define and identify assets, liabilities, equity, revenue and expenses.

#### 4 The regulatory framework

(a) Understand the role of the regulatory system including the roles of the International Accounting Standards Committee Foundation (IASCF), the International Accounting Standards Board (IASB), the Standards Advisory Council (SAC) and the International Financial Reporting Interpretations Committee (IFRIC).

(b) Understand the role of International Financial Reporting Standards.

### B The qualitative characteristics of financial Information and the fundamental bases of accounting

#### 1 The qualitative characteristics of financial reporting

(a) Define, understand and apply accounting concepts and qualitative characteristics:

(i) Fair presentation

(ii) Going concern

(iii) Accruals

(iv) Consistency

(v) Materiality

(vi) Relevance

(vii) Reliability

(viii) Faithful representation

(ix) Substance over form

(x) Neutrality

(xi) Prudence

(xii) Completeness

(xiii) Comparability

(xiv) Understandability

(xv) Business entity concept.

(b) Understand the balance between qualitative characteristics.

**2 Alternative bases used in the preparation of financial information**

(a) Identify and explain the main characteristics of alternative valuation bases e.g. historical cost, replacement cost, net realisable value, economic value.

(b) Understand the advantages and disadvantages of historical cost accounting.

c) Understand the provision of International Financial Reporting Standards governing financial statements regarding changes in accounting policies.

(d) Identify the appropriate accounting treatment if a company changes a material accounting policy.

## C The use of double entry and accounting systems

**1 Double entry book-keeping principles including the maintenance of accounting records and sources of information**

(a) Identify and explain the function of the main data sources in an accounting system.

(b) Outline the contents and purpose of different types of business documentation, including: quotation, sales order, purchase order, goods

received note, goods despatched note, invoice, statement, credit note, debit note, remittance advice, receipt.

(c) Understand and apply the concept of double entry accounting and the duality concept.

(d) Understand and apply the accounting equation.

(e) Understand how the accounting system contributes to providing useful accounting information and complies with organisational policies and deadlines.

(f) Identify the main types of business transactions e.g. sales, purchases, payments, receipts

**2. Ledger accounts, books of prime entry and journals**

(a) Identify the main types of ledger accounts and books of prime entry, and understand their nature and function.

(b) Understand and illustrate the uses of journals and the posting of journal entries into ledger accounts.

(c) Identify correct journals from given narrative.

(d) Illustrate how to balance and close a ledger account.

**3 Accounting systems and the impact of information technology on financial reporting**

(a) Understand the basic function and form of accounting records in a typical manual system.

(b) Understand the basic function and form of accounting records in a typical computerised system.

(c) Compare manual and computerised accounting systems.

(d) Identify advantages and disadvantages of computerised accounting systems.

(e) Understand the uses of integrated accounting software packages.

## D Recording transactions and events

### 1 Sales and purchases

(a) Record sale and purchase transactions in ledger accounts and in day books.

(b) Understand and record sales and purchase returns.

(c) Understand the general principles of the operation of a sales tax.

(d) Calculate sales tax on transactions and record the consequent accounting entries.

(e) Account for discounts allowed and discounts received.

**2 Cash**

(a) Record cash transactions in ledger accounts.

(b) Understand the need for a record of petty cash transactions.

(c) Describe the features and operation of a petty cash imprest system.

(d) Account for petty cash using imprest and non-imprest methods.

(e) Understand the importance of, and identify controls and security over the petty cash system.

**3 Inventory**

(a) Recognise the need for adjustments for inventory in preparing financial statements.

(b) Record opening and closing inventory.

(c) Identify the alternative methods of valuing inventory.

(d) Understand and apply the IASB requirements for valuing inventories.

(e) Recognise which costs should be included in valuing inventories.

(f) Understand the use of continuous and period end inventory records.

(g) Calculate the value of closing inventory using FIFO (first in, first out) and AVCO (average cost).

~~(h)~~ Understand the impact of accounting concepts ~~on the~~ valuation of inventory.

(i) Identify the impact of inventory valuation methods on profit and on assets.

**4 Tangible non-current assets**

(a) Define non-current assets.

(b) Recognise the difference between current and non-current assets.

(c) Explain the difference between capital and revenue items.

(d) Classify expenditure as capital or revenue expenditure.

(e) Prepare ledger entries to record the acquisition and disposal of non-current assets.

(f) Calculate and record profits or losses on disposal of non-current assets in the income statement including part-exchange transactions.

(g) Record the revaluation of a non-current asset in ledger accounts, the statement of comprehensive income and the statement of financial position.

(h) Calculate the profit or loss on disposal of a revalued asset.

(i) Illustrate how non-current asset balances and movements are disclosed in financial statements.

(j) Explain the purpose and function of an asset register.

## 5 Depreciation

(a) Understand and explain the purpose of depreciation.

(b) Calculate the charge for depreciation using straight line and reducing balance methods.

(c) Identify the circumstances where different methods of depreciation would be appropriate.

(d) Illustrate how depreciation expense and accumulated depreciation are recorded in ledger accounts.

(e) Calculate depreciation on a revalued non-current asset, including the transfer of excess depreciation between the revaluation reserve and retained earnings.

(f) Calculate the adjustments to depreciation necessary if changes are made in the estimated useful life and/or residual value of a non-current asset.

(g) Record depreciation in the income statement and statement of financial position.

## 6 Intangible non-current assets and amortisation

(a) Recognise the difference between tangible and intangible non-current assets.

(b) Identify types of intangible assets.

(c) Identify the definition and treatment of 'research costs' and 'development costs' in accordance with International Financial Reporting Standards.

(d) Calculate amounts to be capitalised as development expenditure or to be expensed from given information.

(e) Explain the purpose of amortisation.

(f) Calculate and account for the charge for amortisation.

## 7 Accruals and prepayments

(a) Understand how the matching concept applies to accruals and prepayments.

(b) Identify and calculate the adjustments needed for accruals and prepayments in preparing financial statements.

(c) Illustrate the process of adjusting for accruals and prepayments in preparing financial statements.

(d) Prepare the journal entries and ledger entries for the creation of an accrual or prepayment.

(e) Understand and identify the impact on profit and net assets of accruals and prepayments.

## 8 Receivables and payables

(a) Explain and identify examples of receivables and payables.

(b) Identify the benefits and costs of offering credit facilities to customers.

(c) Understand the purpose of an aged receivables analysis.

(d) Understand the purpose of credit limits.

(e) Prepare the bookkeeping entries to write off a bad (irrecoverable) debt.

(f) Record a bad (irrecoverable) debt recovered.

(g) Identify the impact of bad (irrecoverable) debts on the income statement and on the statement of financial position.

(h) Prepare the bookkeeping entries to create and adjust an allowance for receivables.

(i) Illustrate how to include movements in the allowance for receivables in the income statement and how the closing balance of the allowance should appear in the statement of financial position.

(j) Account for contras between trade receivables and payables.

(k) Prepare, reconcile and understand the purpose of supplier statements.

(l) Classify items as current or non-current liabilities in the statement of financial position.

## 9 Provisions and contingencies

(a) Understand the definition of 'provision', 'contingent liability' and 'contingent asset'.

(b) Distinguish between and classify items as provisions, contingent liabilities or contingent assets.

(c) Identify and illustrate the different methods of accounting for provisions, contingent liabilities and contingent assets.

(d) Calculate provisions and changes in provisions.

(e) Account for the movement in provisions.

(f) Report provisions in the final accounts.

### 10 Capital structure and finance costs

(a) Understand the capital structure of a limited liability company including:

(i) Ordinary shares

(ii) Preference shares (redeemable and irredeemable)

(iii) Loan notes.

(b) Record movements in the share capital and share premium accounts.

(c) Identify and record the other reserves which may appear in the company statement of financial position.

(d) Define a bonus (capitalisation) issue and its advantages and disadvantages.

(e) Define a rights issue and its advantages and disadvantages.

(f) Record and show the effects of a bonus (capitalisation) issue in the statement of financial position.

(g) Record and show the effects of a rights issue in the statement of financial position.

(h) Record dividends in ledger accounts and the financial statements.

(i) Calculate and record finance costs in ledger accounts and the financial statements.

(j) Identify the components of the statement of changes in equity.

## E Preparing a trial balance

### 1 Trial balance

(a) Identify the purpose of a trial balance.

(b) Extract ledger balances into a trial balance.

(c) Prepare extracts of an opening trial balance.

(d) Identify and understand the limitations of a trial balance.

### 2 Correction of errors

(a) Identify the types of error which may occur in bookkeeping systems.

(b) Identify errors which would be highlighted by the extraction of a trial balance.

(c) Understand the provision of International Financial Reporting Standards governing financial statements regarding material errors which result in prior period adjustment.

(d) Prepare journal entries to correct errors.

(e) Calculate and understand the impact of errors on the income statement, statement of comprehensive income and statement of financial position.

**3 Control accounts and reconciliations**

(a) Understand the purpose of control accounts for accounts receivable and accounts payable.

(b) Understand how control accounts relate to the double-entry system.

(c) Prepare ledger control accounts from given information.

(d) Perform control account reconciliations for accounts receivable and accounts payable.

(e) Identify errors which would be highlighted by performing a control account reconciliation.

(f) Identify and correct errors in control accounts and ledger accounts.

**4 Bank reconciliations**

(a) Understand the purpose of bank reconciliations.

(b) Identify the main reasons for differences between the cash book and the bank statement.

(c) Correct cash book errors and/or omissions.

(d) Prepare bank reconciliation statements.

(e) Derive bank statement and cash book balances from given information.

(f) Identify the bank balance to be reported in the final accounts.

**5 Suspense accounts**

(a) Understand the purpose of a suspense account.

(b) Identify errors leading to the creation of a suspense account.

(c) Record entries in a suspense account.

(d) Make journal entries to clear a suspense account.

## F Preparing basic financial statements

**1 Statements of financial position**

(a) Recognise how the accounting equation and business entity convention underlie the statement of financial position.

(b) Understand the nature of reserves.

(c) Identify and report reserves in a company statement of financial position.

(d) Prepare extracts of a statement of financial position from given information.

(e) Understand why the heading retained earnings appears in a company statement of financial position.

**2 Income statements and statements of comprehensive income**

(a) Prepare extracts of an income statement and statement of comprehensive income from given information.

(b) Understand how accounting concepts apply to revenue and expenses.

(c) Calculate revenue, cost of sales, gross profit, profit for the year and total comprehensive income from given information.

(d) Disclose items of income and expenditure in the income statement.

(e) Record income taxes in the income statement of a company, including the under and over-provision of tax in the prior year.

(f) Understand the interrelationship between the statement of financial position, income statement and statement of comprehensive income.

(g) Identify items requiring separate disclosure on the face of the income statement.

**3 Events after the reporting period**

(a) Define an event after the reporting period in accordance with International Financial Reporting Standards.

(b) Classify events as adjusting or non-adjusting.

(c) Distinguish between how adjusting and non-adjusting events are reported in the financial statements.

**4 Accounting for partnerships**

(a) Understand and identify the typical content of a partnership agreement, including profit-sharing terms.

(b) Understand the nature of:

- (i) Capital accounts
- (ii) Current accounts
- (iii) Division of profits

(c) Calculate and record the partners' shares of profit/losses.

(d) Account for guaranteed minimum profit shares.

(e) Calculate and record partners' drawings.

(f) Calculate and record interest on drawings.

(g) Calculate and record interest on capital.

(h) Calculate and record partner salaries.

(i) Prepare an extract of a current account.

(j) Prepare an extract of a capital account.

(k) Prepare extracts of the income statement, including division of profit, and statement of financial position of a partnership.

(l) Define goodwill, in relation to partnerships accounts.

(m) Identify the factors leading to the creation of goodwill in relation to partnership accounts.

(n) Calculate the value of goodwill from given information.

**Note:** Questions on partnerships may include the effect of admission of new partners

## 5 Statements of cash flows (excluding partnerships)

(a) Differentiate between profit and cash flow.

(b) Understand the need for management to control cash flow.

(c) Recognise the benefits and drawbacks to users of the financial statements of a statement of cash flows.

(d) Classify the effect of transactions on cash flows.

(e) Calculate the figures needed for the statement of cash flows including:

- (i) Cash flows from operating activities
- (ii) Cash flows from investing activities
- (iii) Cash flows from financing activities

(f) Calculate the cash flow from operating activities using the indirect and direct method.

(g) Prepare extracts from statements of cash flows from given information.

(h) Identify the treatment of given transactions in a company's statement of cash flows.

## 6 Incomplete records

(a) Understand and apply techniques used in incomplete record situations:

- (i) Use of accounting equation
- (ii) Use of ledger accounts to calculate missing figures
- (iii) Use of cash and/or bank summaries
- (iv) Use of profit percentages to calculate missing figures.

n

# New terminology and presentation of financial statements

A revised version of IAS1 Presentation of Financial Statements was issued by the IASB in September 2007.

The revision affects the use of terminology in financial statements and also some aspects of presentation. The main changes are relevant to all International papers but in particular F3, F7, F8, P2 and P7. The main changes are as follows:

(1) The 'balance sheet' is re-named as the 'statement of financial position'.
(2) The 'cash flow statement' is re-named as the 'statement of cash flows'.
(3) IAS1 has introduced a new requirement to present 'other comprehensive income' items, in addition to the usual income statement items, on the face of the financial statements. The information about income may be presented in a single statement (a 'statement of comprehensive income') or in two separate statements, the income statement and a 'statement of comprehensive income'.

There are other changes in terminology. A full summary is covered below:

| **Old Terminology** | **New Terminology** |
|---|---|
| Balance sheet | Statement of financial position |
| Cash flow statement | Statement of cash flows |
| Minority interest(s) | Non-controlling interest(s) |
| Balance sheet date | End of the reporting period |
| After the balance sheet date | After the reporting period |
| Owners | Equity holders |

# ACCA

## Paper F2

## Management accounting

## Essential text

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## Contents

# How to Use the Materials

These Kaplan Publishing learning materials have been carefully designed to make your learning experience as easy as possible and to give you the best chances of success in your examinations.

The product range contains a number of features to help you in the study process. They include:

(1) Detailed study guide and syllabus objectives

(2) Description of the examination

(3) Study skills and revision guidance

(4) Complete text or essential text

(5) Question practice

**The sections on the study guide, the syllabus objectives, the examination and study skills should all be read before you commence your studies. They are designed to familiarise you with the nature and content of the examination and give you tips on how to best to approach your learning.**

The **complete text or essential text** comprises the main learning materials and gives guidance as to the importance of topics and where other related resources can be found. Each chapter includes:

- The **learning objectives** contained in each chapter, which have been carefully mapped to the examining body's own syllabus learning objectives or outcomes. You should use these to check you have a clear understanding of all the topics on which you might be assessed in the examination.
- The **chapter diagram** provides a visual reference for the content in the chapter, giving an overview of the topics and how they link together.

chapter

Intro

# Paper Introduction

- The **content** for each topic area commences with a brief explanation or definition to put the topic into context before covering the topic in detail. You should follow your studying of the content with a review of the illustration/s. These are worked examples which will help you to understand better how to apply the content for the topic.
- **Test your understanding** sections provide an opportunity to assess your understanding of the key topics by applying what you have learned to short questions. Answers can be found at the back of each chapter.
- **Summary diagrams** complete each chapter to show the important links between topics and the overall content of the paper. These diagrams should be used to check that you have covered and understood the core topics before moving on.
- **Question practice** is provided at the back of each text.

**Icon Explanations**

**Definition -** Key definitions that you will need to learn from the core content.

**Key Point -** Identifies topics that are key to success and are often examined.

**Expandable Text -** Expandable text provides you with additional information about a topic area and may help you gain a better understanding of the core content. Essential text users can access this additional content on-line (read it where you need further guidance or skip over when you are happy with the topic)

**Illustration -** Worked examples help you understand the core content better.

**Test Your Understanding -** Exercises for you to complete to ensure that you have understood the topics just learned.

**Tricky topic -** When reviewing these areas care should be taken and all illustrations and test your understanding exercises should be completed to ensure that the topic is understood.

For more details about the syllabus and the format of your exam please see your Complete Text or go online.

**Online**

**subscribers**

**The Syllabus**

**Paper background**

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**Further reading**

You can find further reading and technical articles under the student section of ACCA's website.

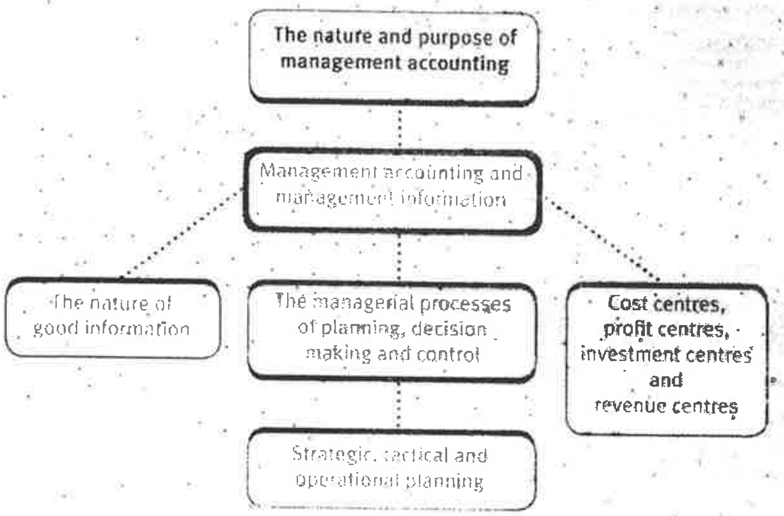
# 1

# The nature and purpose of management accounting

## Chapter learning objectives

Upon completion of this chapter you will be able to:

- describe the difference between data and information
- explain, using the 'ACCURATE' acronym the attributes of good information
- describe, in overview, the managerial processes of: planning, decision making and control
- explain the characteristics of and difference between strategic, tactical and operational planning
- explain the characteristics and differences between cost, profit, investment and revenue centres
- describe the different information needs of managers of cost, profit, investment and revenue centres
- describe the purpose and role of cost and management accounting within an organisation's management information system
- compare and contrast, for a business, financial accounting with cost and management accounting.



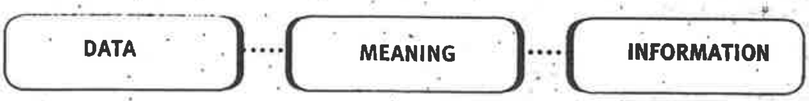

## 1 The nature of good information

### Data and information

'Data' means facts. Data consists of numbers, letters, symbols, raw facts, events and transactions which have been recorded but not yet processed into a form suitable for use.

Information is data which has been processed in such a way that it is meaningful to the person who receives it (for making decisions).

- The terms data and information are often used interchangeably in everyday language. Make sure that you can distinguish between the two.
- As data is converted into information, some of the detail of the data is eliminated and replaced by summaries which are easier to understand.




**Expandable text**

## Attributes of good information

Information is provided to management to assist them with planning, controlling operations and making decisions. Management decisions are likely to be better when they are provided with better quality information.

The attributes of good information can be identified by the 'ACCURATE' acronym as shown below:

**A. Accurate**

**C. Complete**

**C. Cost-effective**

**U. Understandable**

**R. Relevant**

**A. Accessible**

**T. Timely**

**E. Easy to use!**

**Expandable text**

## 2 The managerial processes of decision making and control

The main functions that management are involved with are:

- planning
- decision making
- control.

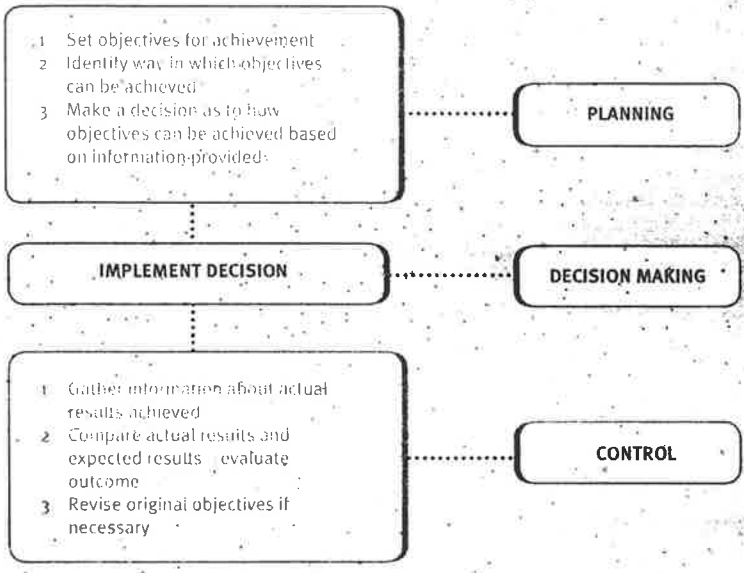
### Planning

- Planning involves establishing the objectives of an organisation and formulating relevant strategies that can be used to achieve those objectives.
- Planning can be either short-term (tactical planning) or long-term (strategic planning).
- Planning is looked at in more detail in the next section of this chapter.

## Decision making

Decision making involves considering information that has been provided and making an informed decision.

- In most situations, decision making involves making a choice between two or more alternatives.
- The first part of the decision-making process is planning.
- The second part of the decision-making process is control.

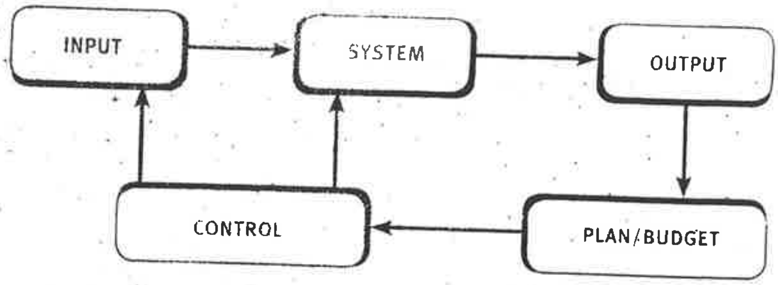



## Control

Control is the second part of the decision-making process. Information relating to the actual results of an organisation is reported to managers.

- Managers use the information relating to actual results to take control measures and to re-assess and amend their original budgets or plans.
- Internally-sourced information, produced largely for control purposes, is called feedback.
- The 'feedback loop' is demonstrated in the following illustration.

e.g




Here, management prepare a plan, which is put into action by the managers with control over the input resources (labour, money, materials, equipment and so on). Output from operations is measured and reported ('fed back') to management, and actual results are compared against the plan in control reports. Managers take corrective action where appropriate, especially in the case of exceptionally bad or good performance. Feedback can also be used to revise plans or prepare the plan for the next period.

**Test your understanding 1**

| | **Planning** | **Control** | **Decision making** |
|---|---|---|---|
| Preparation of the annual budget for a cost centre | | | |
| Revise budgets for next period for a cost centre | | | |
| Implement decisions based on information provided | | | |
| Set organisation's objectives for next period | | | |
| Compare actual and expected results for a period | | | |

**Required:**

Complete the table shown above, identifying each function as either planning, decision making or control.

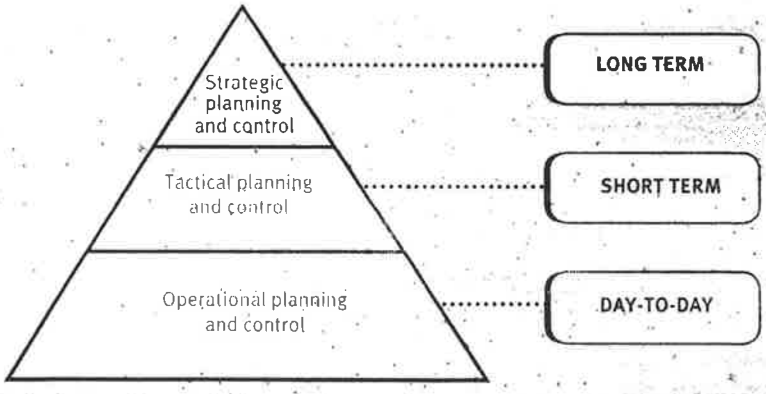
**Expandable text**

## 3 Strategic, tactical and operational planning

### Levels of planning

There are three different levels of planning (known as 'planning horizons'). These three levels differ according to their time span and the seniority of the manager responsible for the tasks involved.

- Strategic planning – senior managers formulate long-term objectives (goals) and plans (strategies) for an organisation.
- Tactical planning – senior managers make short-term plans for the next year.
- Operational planning – all managers (including junior managers) are involved in making day-to-day decisions about what to do next and how to deal with problems as they arise.
- A simple hierarchy of management tasks can be presented as follows.




**Expandable text**

## 4 Cost centres, profit centres, investment centres and revenue centres

### Responsibility accounting

**Responsibility accounting** is based on identifying individual parts of a business which are the responsibility of a single manager.

A **responsibility centre** is an individual part of a business whose manager has personal responsibility for its performance. The main responsibility centres are:

- cost centre
- profit centre
- investment centre
- revenue centre.

## Cost centres

A **cost centre** is a production or service location, function, activity or item of equipment whose costs are identified and recorded.

- For a paint manufacturer cost centres might be: mixing department; packaging department; administration; or selling and marketing departments.
- For an accountancy firm, the cost centres might be: audit; taxation; accountancy; word processing; administration; canteen. Alternatively, they might be the various geographical locations, e.g. the London office, the Cardiff office, the Plymouth office.
- Cost centre managers need to have information about costs that are incurred and charged to their cost centres.
- The performance of a cost centre manager is judged on the extent to which cost targets have been achieved.

## Profit centres

A **profit centre** is a part of the business for which both the costs incurred and the revenues earned are identified.

- Profit centres are often found in large organisations with a divisionalised structure, and each division is treated as a profit centre.
- Within each profit centre, there could be several costs centres and revenue centres.
- The performance of a profit centre manager is measured in terms of the profit made by the centre.
- The manager must therefore be responsible for both costs and revenues and in a position to plan and control both.
- Data and information relating to both costs and revenues must be collected and allocated to the relevant profit centres.

**Expandable text**

### Investment centres

Managers of investment centres are responsible for investment decisions as well as decisions affecting costs and revenues.

- Investment centre managers are therefore accountable for the performance of capital employed as well as profits (costs and revenues).
- The performance of investment centres is measured in terms of the profit earned relative to the capital invested (employed). This is known as the return on capital employed (ROCE).
- ROCE = Profit/Capital employed.

### Revenue centres

A **revenue centre** is a part of the organisation that earns sales revenue. It is similar to a cost centre, but only accountable for revenues, and not costs.

- Revenue centres are generally associated with selling activities, for example, a regional sales managers may have responsibility for the regional sales revenues generated.
- Each regional manager would probably have sales targets to reach and would be held responsible for reaching these targets.
- Sales revenues earned must be able to be traced back to individual (regional) revenue centres so that the performance of individual revenue centre managers can be assessed.

## 5 Management accounting and management information

### Financial accounting

Financial accounting involves recording the financial transactions of an organisation and summarising them in periodic financial statements for external users who wish to analyse and interpret the financial position of the organisation.

- The main duties of the financial accountant include: maintaining the bookkeeping system of the nominal ledger, payables control account, receivables control account and so on and to prepare financial statements as required by law and accounting standards.
- Information produced by the financial accounting system is usually insufficient for the needs of management. Managers usually want to know about: the costs of individual products and services and the profits made by individual products and services
- In order to obtain this information, details are needed for each cost, profit, investment and revenue centre. Such information is provided by cost accounting and management accounting systems.

**Expandable text**

**Cost accounting**

Cost accounting is a system for recording data and producing information about costs for the products produced by an organisation and/or the services it provides. It is also used to establish costs for particular activities or responsibility centres.

- Cost accounting involves a careful evaluation of the resources used within the enterprise.
- The techniques employed in cost accounting are designed to provide financial information about the performance of the enterprise and possibly the direction that future operations should take.
- The terms 'cost accounting' and 'management accounting' are often used to mean the same thing.

**Management accounting**

Management accounting has cost accounting at its essential foundation.

The main differences between management accounting and cost accounting are as follows:

- Cost accounting is mainly concerned with establishing the historical cost of a product/service.
- Management accounting is concerned with historical information but it is also forward-looking. It is concerned with both historical and future costs of products/services. (For example, budgets and forecasts).
- Management accounting is also concerned with providing non-financial information to managers.
- Management accounting is essentially concerned with offering advice to management based upon information collected (management information).
- Management accounting may include involvement in planning, decision making and control.

**Expandable text**

## Differences between management accounting and financial accounting

The following illustration compares management accounting with financial accounting.

e.g.

| | Management accounting | Financial accounting |
|---|---|---|
| **Information mainly produced for** | Internal use: e.g. managers and employees | External use: e.g. shareholders, creditors, lenders, banks, government. |
| **Purpose of information** | To aid planning, controlling and decision making | To record the financial performance in a period and the financial position at the end of that period. |
| **Legal requirements** | None | Limited companies must produce financial accounts. |
| **Formats** | Management decide on the information they require and the most useful way of presenting it | Format and content of financial accounts intending to give a true and fair view should follow accounting standards and company law. |
| **Nature of information** | Financial and non-financial. | Mostly financial. |
| **Time period** | Historical and forward-looking | Mainly an historical record. |

### The role of management accounting within an organisation's management information system

The management information system of an organisation is likely to be able to prepare the following:

- annual statutory accounts
- budgets and forecasts
- product profitability reports
- cash flow reports
- capital investment appraisal reports
- standard cost and variance analysis reports
- returns to government departments, e.g. Sales Tax returns.

Management information is generally supplied to management in the form of reports. Reports may be routine reports prepared on a regular basis (e.g. monthly) or they may be prepared for a special purpose (e.g. ad hoc report).

Annex 2.18

CHANGE U
School of Continuing & Professional Education

Area A,A-03-04, Golden City Business Centre,Golden City, Yankin Township,
Yangon, Myanmar Phone: +95(9)265733863

**Annex 2.18**

**UNDERTAKING**

ChangeU Myanmar International College Company Limited can surely undertake for having sufficient teachers, assistant teachers, necessary education materials, sufficient teaching time hours, enough supporting for international & professional exams in our private school and for understanding to follov education laws in Myanmar.

Change U Myanmar International College Co., Ltd. Co.,Reg.No. 10001633

Mr. Lau Kim Fung
Director
Change U Myanmar Internationa
College Co., Ltd.

CHANGE U
School of Continuing & Professional Education

Area A,A-03-04, Golden City Business Centre,Golden City, Yankin Township,
Yangon, Myanmar Phone: +95(9)265733863

သို့

ဥက္ကဋ္ဌ
မြန်မာနိုင်ငံရင်းနှီးမြှုပ်နှံမှုကော်မရှင်

Change U Myanmar International College Co., Ltd. Co.,Reg:No. 10001633

နေ့စွဲ -

အကြောင်းအရာ။ ။ ပုဂ္ဂလိကကျောင်း ဖွင့်လှစ်ခြင်း နှင့် ပတ်သက်၍ ကန့်ကွက်ရန် မရှိကြောင်း သဘောတူညီခြင်း။

အထက်ပါအကြောင်းအရာ နှင့် ပတ်သက်၍ ChangeU Myanmar International College Company Limited မှ ပုဂ္ဂလိကကျောင်း တည်ထောင်ဖွင့်လှစ်ခြင်း အတွက် ကျောင်းပရဝဏ် ဘေးပတ်ဝန်းကျင်တွင် နေထိုင်သော ပူးတွဲဖော်ပြပါ ပုဂ္ဂိုလ်များမှ ကန့်ကွက်ရန် မရှိကြောင်း သဘောတူညီပါသည်။ အဆိုပါ သင်တန်းကျောင်း တည်နေရာမှာ ၃ လွှာ နှင့် ၄ လွှာ ၊ တိုက်အမှတ် (၄) ၊ Junction Square ၊ ကမာရွတ်မြို့နယ် ဖြစ်ပါသည်။ သင်ကြားမည့် ဘာသာရပ်များမှာ ABE Management Course ၊ ACCA Accounting Course ၊ English Course များ ဖြစ်ပြီး သင်တန်းကျောင်း ဖွင့်လှစ်သင်ကြားမည်ကို သဘောတူညီကြောင်း လေးစားစွာ တင်ပြအပ်ပါသည်။

Mr. Lau Kim Fung
Director
Change U Myanmar International
College Co., Ltd.

**CHANGE U**
School of Continuing & Professional Education

Area A,A-03-04, Golden City Business Centre,Golden City, Yankin Township,
Yangon, Myanmar Phone: +95(9)265733863

| အမည် (သို့) ကုမ္ပဏီအမည် | မှတ်ပုံတင်အမှတ် | နေရပ်လိပ်စာ | ဆက်သွယ်ရန် ဖုန်းနံပါတ် | လက်မှတ် |
|---|---|---|---|---|
| The Pizza Company (Wai Zin Phyo) | ၁၄/ဒဒရ(နိုင်)-၁၉၄၄၄[illegible] | ၁၁၆[illegible] [illegible]လမ်း၊ ၁၂/၁ ၊ ဆ/က ရပ်ကွက်၊ [illegible] [illegible]၊ | 09-963107367 | [signature] (သဘောတူညီပါသည်) |
| [illegible]een Light Jade & Jewellery (Thidar Khaing) | 5/မတန(နိုင်) 153942 | Shop House 2/3 Junction Square Kamayut Tsp. | 09-420101408 | [signature] (သဘောတူညီပါသည်) |
| AYA Bank (Junction Square) (THIRI KHIN SU MYAT) | 11/SA TA NA (N) 081411 | Shop House (6) Junction Square | 09-254033224 | [signature] (သဘောတူညီပါသည်) |

abe
endorsed

ABE is pleased to offer external validation of independent educational programmes which require an international mark of quality and credibility. Our 'ABE Endorsed' scheme validates the quality processes associated with the delivery and assessment of programmes where completion of the programme doesn't result in a qualification, but has an assessment attached.

Once approved, the programme is 'ABE Endorsed' and can be promoted as such.

ABE Endorsed gives credential holders assurance that their learning programme has been recognised by an international body which adheres to best practice standards. ABE has an established track record of more than 40 years in delivering high-quality assessment and learning experiences globally. Our processes and systems are developed by experts and run according to our exacting policies and standards.

ABE was founded in 1973

ABE Endorsed is a superb, flexible product, designed for providers who wish to increase the value and marketability of their courses

## Benefits for Learners

- Completing an ABE Endorsed course or programme will increase the learner's confidence that the programme of study is worthwhile and has high standards.
- Learners will know that an ABE Endorsed programme has been designed at the right level and meets its intended outcomes.
- An ABE Endorsed programme will have assessment methods in place which are robust, secure and appropriate.
- Learners will receive an ABE Endorsed certificate – this provides extra currency, transportability, international credibility and recognition.

## Benefits for Delivery Partners

- ABE Endorsed will demonstrate to stakeholders that your programme has been designed to a high standard, that it is relevant to the needs of the participants and that there are robust quality assurance and delivery mechanisms in place.
- ABE Endorsed ensures your programme is even more valued, more credible and more marketable.

## How ABE Endorsed works

Our professional quality assurance team will assess your quality systems against our quality control measures. Once each objective has been evidenced we will conduct an on-site visit to complete our review. Subsequently your programme can be granted ABE Endorsed status.

ABE Endorsed will add value to your brand

## Getting your programme ABE Endorsed

### Step 1

Contact your local ABE representative or Head Office to discuss your requirements. We will offer you advice on ABE Endorsed, its fees and assess whether it is right for your programme. We will guide you through the process.

### Step 2

You will be sent the ABE Endorsed Policy and Guidance documents and an application form to complete and return to centres@abeuk.com

### Step 3

You will receive a visit from an ABE Quality Advisor who will review your QMS (Quality Management System).

### Step 4

Once all quality measures are met, your programme is approved as ABE Endorsed and you will receive guidance on marketing and using the ABE Endorsed logo and branding.

### Step 5

You are then able to begin delivering your ABE Endorsed programme, and upon successful completion learners will be issued with an internationally recognised ABE Endorsed certificate.

If you are a college, employer or training provider interested in submitting your programme to be ABE Endorsed, email us at centres@abeuk.com.

abe
endorsed

For further information and advice on your educational programme gaining ABE Endorsed status, please contact our team who will be delighted to explain the process and advise you on the suitability of your programme. Email us at centres@abeuk.com or call + 44 20 8329 2930

The Association of Business Executives, 5th Floor, CI Tower, St. Georges Square, New Malden, Surrey, KT3 4TE, UK

Tel: +44 (0)20 8329 2930 | info@abeuk.com | www.abeuk.com

f t in abe

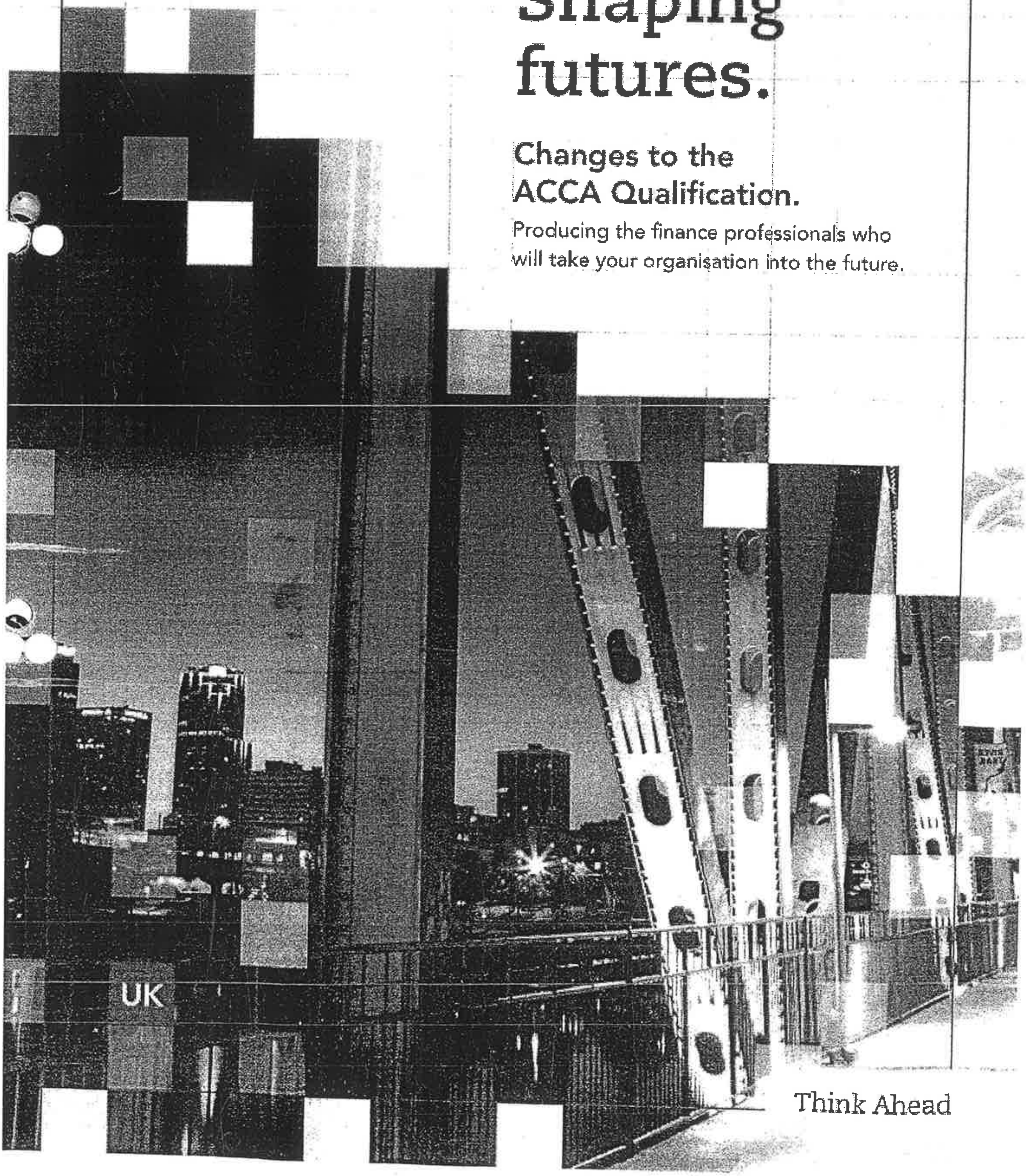
Annex 2.17

ACCA

# Embracing change. Shaping futures.

## Changes to the ACCA Qualification.

Producing the finance professionals who will take your organisation into the future.



UK

Think Ahead

# The world is changing fast – and the role accountants play in your organisation is more vital than ever before.

That's why we've made major updates to our flagship qualification – to make sure it produces finance professionals with the skills your organisation needs both now and for the future.

This brochure includes everything you need to know about the redesigned ACCA Qualification, including what we've changed and why. It also highlights the many ways you can benefit from working with us to bring the right people into your organisation.

## Contents

# About ACCA

**We're the world's most forward thinking accountancy body. We believe that accountancy is vital for economies to grow and prosper – which is why we work all over the world to build the profession and make society fairer and more transparent.**

[illegible]

[illegible]

## We offer the world-leading accountancy qualification

[illegible]

[illegible]

## We think ahead

[illegible]

[illegible]

ACCA in numbers

**200,000 members**

**4[illegible]6,000 students**

**101** offices and centres in **57** countries

**7,291** approved employers

**501** exam centres in **148** countries

**323** quality checked tuition providers

**1,784** [illegible] **804** [illegible]

**261** strategic partnerships

# Our ground-breaking glcbal research

**What does the future look like for your organisation – and what skills will your finance teams need to help you succeed?**

[illegible]

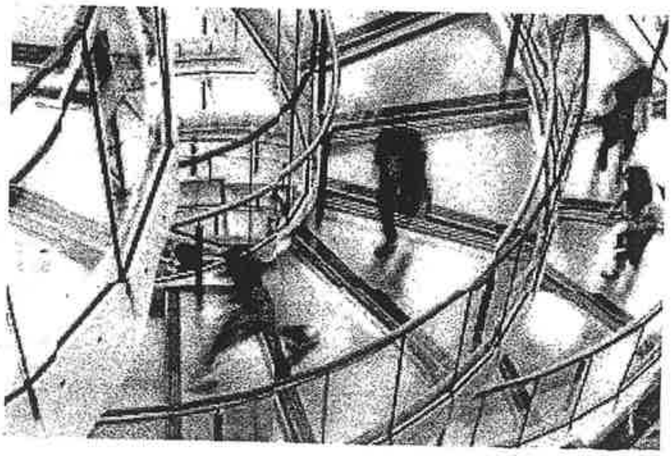
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## Our approach

[illegible]

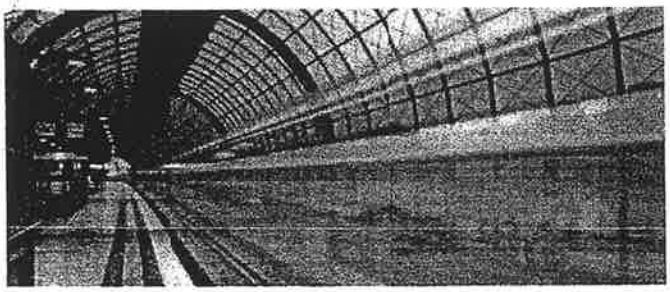
[illegible]

> **We spoke to experts in every continent to get their insight.**



# The profession is changing, fast

**We took all of the insights from our global survey and identified four overarching drivers of change that will shape the role future finance professionals will play [illegible] organisation:**



## Drivers of change

- **Increased regulation and stronger governance:** [illegible]
- **Digital technologies:** [illegible]
- **Higher expectations:** [illegible]
- **Continued globalisation:** [illegible]

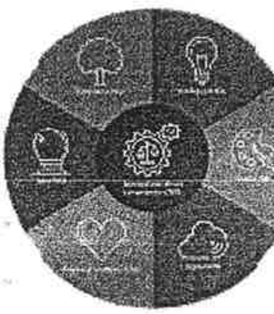
All these changes mean the roles accountants play [illegible] [illegible]

> **We live in a world today where there is an even higher demand for businesses to adapt and predict the next best thing. Leading professional organizations such as ACCA have a role to play in preparing tomorrow's leaders to be equipped to develop strategic ideas, and proactively identify market and industry trends in the ever-changing business environment.**
>
> Raymond Ofiong
> Head of [illegible] Sales, Barclays

# The Seven Professional Quotients

**As well as identifying drivers of change, our research considered the impact of existing and emerging trends on what is expected of professional accountants, and how they will need to respond to changes and plan for action.**

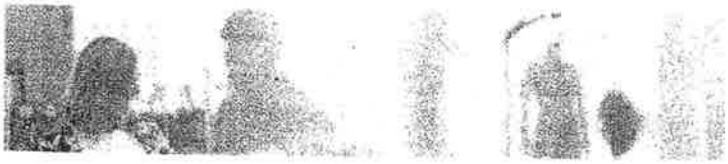
**What are the Seven Professional Quotients?**



- Technical skills and ethics (TEQ): [illegible]
- Intelligence (IQ): [illegible]
- Creative (CQ): [illegible]
- Digital (DQ): [illegible]
- Emotional intelligence (EQ): [illegible]
- Vision (VQ): [illegible]
- Experience (XQ): [illegible]

Our Seven Professional Quotients model is based on new [illegible] [illegible]

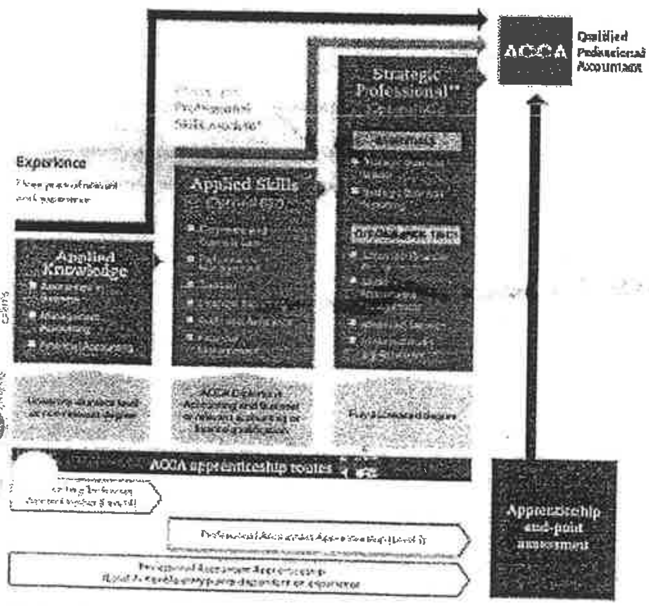
This model forms the basis of the updated ACCA Qualification [illegible]



# [illegible]ow the ACCA Qualification [illegible]s [illegible]hanging

**Our redesigned qualification gives students the strategic abilities and advanced skillset modern accountants need to shape the future of global business.**

What does the new employer-led ACCA Qualification look like?




[illegible]

**The changes enhance the breadth and depth of the ACCA Qualification, placing even more emphasis on employability and applying skills in the modern workplace. They include:**

### Strategic Professional

[illegible]

[illegible]

- **Strategic Business Leader** – [illegible]
- **Strategic Business Reporting** – [illegible]

### A new Ethics and Professional Skills module

[illegible]

### New computer-based exams for Applied Skills

[illegible]

## In this latest series of updates, these elements are staying the same:

### Applied Knowledge and Applied Skills

[illegible]

### Option exams

[illegible]

- Advanced Financial Management
- Advanced Taxation
- Advanced Performance Management
- Advanced Audit and Assurance

[illegible]

### Practical experience requirement (PER)

[illegible]

[illegible]

**Creating forward thinking, strategic finance professionals**

## Strategic Business Leader

**Creating accountants who deliver in the real-world**

[illegible]

[illegible]

> **A case study for the final examination will [illegible] candidates' all round knowledge [illegible] their ability to apply theories and models to a real-world situation which is so important in today's marketplace.**
>
> Russell Nolt
> [illegible]

[illegible]

[illegible]

[illegible]

## Strategic Business Reporting

**Advanced corporate reporting and communication**

[illegible]

[illegible]

## Ethics and Professional Skills

**As new technologies emerge and moral dilemmas become more complex, it's essential that accountants work to the highest ethical standards. And this is going to become even more important as we move further into the digital age.**

[illegible]

[illegible]

[illegible]

- [illegible]
- [illegible]
- [illegible]

## Testing essential skills with CBEs

**All of our Applied Skills exams are now innovative computer-based exams (CBEs) – with a challenging format and real-world focus that tests students to the same rigorous standards as paper exams, using real-life technologies.**

> **We're the first accountancy body to use this technology for these types of assessments.**

[illegible]

[illegible]

[illegible]



# [illegible]w do these changes benefit [illegible]ur organisation?

**[illegible] looking for future-ready finance professionals who instantly add value to [illegible]rganisation – and the ACCA Qualification is designed to deliver them.**

[illegible]

> **We're here to help you identify, recruit, develop and retain the very best accountancy talent from around the world.**



| | |
|---|---|
| **[illegible]network** | Wherever you're based, [illegible] ACCA-qualified people to bring a global perspective to your organisation. [illegible] You can also join our Approved Employer programme [illegible] |
| **[illegible] workplace learning** | [illegible] and add value to your workplace. **Breadth of content:** [illegible] **Practical Experience Requirement (PER):** [illegible] **Syllabus updates and development:** [illegible] stays relevant and up-to-date. |
| | Our Ethics and Professional Skills module [illegible] |
| **[illegible] and [illegible]ition** | We work with regulatory [illegible] recognised and accredited at the highest levels. Our new Strategic Professional [illegible] |
| **Flexibility** | Our qualification is designed to be flexible and work around your business. **Four exam sessions:** [illegible] **Options exams:** [illegible] **CBEs:** [illegible] – such as spreadsheets and word processors. |
| **Future leaders** | ACCA professionals are more than accountants. [illegible] and leadership skills. |
| **World-class support and resources** | Students get all the resources they need to reach their potential [illegible] give them the best possible chance of success. And as well as supporting your students, we're here to support [illegible] throughout the journey. |
| **Continuing professional development** | Our members need to do 40 units of CPD every year – and we have all the resources they need to stay up-to-date. [illegible] add value to your organisation throughout their careers. |
| **Global partnerships** | As well as [illegible] our members [illegible]: • A BSc [illegible] Applied Accounting with Oxford Brookes University • An MSc in Professional Accountancy [illegible] We also work with top universities around the world [illegible] |

# Unlocking your employees potential with flexible routes into ACCA

**[illegible] finance team that can cope with changes within your business and [illegible] strategic insight to help you make informed data-driven decisions about profitability and the future of your business.**

[illegible]



# Accelerate

**All over the world, employers seek out ACCA members to take their organisations into the future.**

[illegible]

In today's highly competitive business environment, we give students the opportunity to stand out by gaining a professional qualification alongside an academic one.

# Apprenticeships

**ACCA's government funded apprenticeships can help businesses of all sizes build a diverse and dynamic pool of futureready digital-first financial professionals, essential for business success**

[illegible]

**'Apprenticeships should be viewed as a long term solution to training. If employers recruit apprentices trained to the new standard, they will have skilled workers to help grow business.'**

[illegible]

**'I'm a small entity, and it is really important for me to bring in the right staff. One of the routes was to take on an apprentice through ACCA. The cost to my business has been zero due to government funding, a win-win scenario.'**

Alex [illegible]

[illegible]

## Our offer

**Accounting Technician Apprenticeship (Level 4 in England, equivalents in Scotland and Wales)**

[illegible]

**Professional Accountant Apprenticeship (Level 7 in England only)**

[illegible]

'The ACCA accountancy apprenticeships have a unique blend of ethics, technical and business skills which means that the demands and challenges of modern accounting and business are fully explored. The flexible delivery, the framework and the clear route to qualification are also key factors.'

[illegible]

**Find out more about apprenticeship funding and our programmes by visiting accaglobal.com/apprenticeships**

# What happens next?

If you're ready to partner with ACCA, or want to know more, we'd love to talk to you.

**Any questions?**

Please email:
**GEDT@accaglobal.com**

future.accaglobal.com

# IELTS SUCCESS FORMULA

ACADEMIC



THE COMPLETE PRACTICAL GUIDE TO A TOP IELTS SCORE

*Based on research into test takers and extensive IELTS experience*

STEPHEN SLATER & SIMONE BRAVERMAN
Centre for English Language in the University of South Australia

## Need a high IELTS score? Not sure you can achieve it?

*Choose IELTS Success Formula for test insights and task practice for a high score. Discover techniques that consistently achieve great results for thousands of students.*

### What makes this book special?

✔ This is not just a book of tests – it has a formula for success.

First, it teaches you the best ways to understand and solve IELTS tasks, next it gives you complete IELTS 'fitness training', then it tests your performance with a full IELTS test, so you are truly test-ready.

✔ First-timers will do very well with this book from the start (no need to retake the test!)

✔ IELTS veterans will be able to achieve a better score than they ever imagined.

✔ This book deals with every aspect of IELTS, yet you can read it in a short time (suits busy people).

✔ You will discover unexpected ways of answering questions, ensuring more, correct answers.

✔ You will learn how to avoid many, typical problems and mistakes uncovered by research on thousands of test takers through IELTS-Blog.com

✔ This book fully covers the Academic module, including

- fitness activities for every skill, with audio for listening and speaking
- IELTS-specific grammar and useful vocabulary (unique to this book!)
- detailed feedback on writing tasks and interviews, AND full test practice.

Put simply, you won't need to purchase any additional books!

*For the latest IELTS information visit www.IELTS-Blog.com*

### Meet the Authors



Stephen Slater is a highly experienced language educator, international English language and IELTS textbook author (IELTS on Track series), and a former university professor with comprehensive experience of IELTS across more than 20 years.



Simone Braverman has taken the IELTS test and has spent years since then helping others achieve great results in IELTS. She is the creator of a world-renowned website IELTS-blog.com and two books of tips (Target Band 7, Ace the IELTS).

# IELTS SUCCESS FORMULA ACADEMIC

## THE COMPLETE PRACTICAL GUIDE TO A TOP IELTS SCORE

Stephen Slater & Simone Braverman

One Sided Paper
Centre for English Language in the University of South Australia

www.IELTS-Blog.com www.IELTSonTrack.com

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ISBN: 978 0 9873854 1 3

Audio: Stephen Slater

Cover design: Simone Braverman, Derek Murphy

## CONTENTS

# IELTS LISTENING

# LISTENING LESSON

## First Questions Answered

**Q. How long is the Listening test?**

A. The Listening test takes 40 minutes, where the first 30 minutes are used to listen to a recording and answer questions on what you hear, and the last 10 minutes are used to transfer your answers from the question booklet to the Answer sheet.

**Q. Is the Listening test different for Academic and General Training test takers?**

A. No, there is no difference in the format or contents of the Listening test in Academic and General Training tests.

**Q. How is the Listening test organized?**

A. The recording consists of four sections, which progress in speed and difficulty. Sections 1 and 3 are recordings of conversations between two or more people, and Sections 2 and 4 are recordings of monologues.

**Q. How many questions are there?**

A. There are 40 questions in total in the Listening test. In each section there are 10 questions.

**Q. What topics are likely to appear in the Listening test?**

A. Every section will have a different topic.

Section 1 is an everyday conversation between two people, such as a patient and a doctor, a receptionist and a client, and so on.

Section 2 is a lecture, a presentation or a speech by a person on an everyday topic such as services and facilities available in a library.

Section 3 is a conversation that may include more than two people about study-related matters. Often the participants are a student and a lecturer or a group of students, discussing homework or a university project.

Section 4 is a talk or a lecture on an academic subject, such as historical summary or a presentation of a study the speaker has undertaken.

**Q. What type of questions am I likely to get?**

A. All the questions will be about the information on the recording; however, the way you need to provide your answers (or, as we call it, 'task type') may differ. The typical task types are below (Figure 1.)

| Task type | Example |
|---|---|
| **MATCHING — select the appropriate description (verbal or a picture).** | Questions 1–3<br><br>Who will pay for the following items:<br>**A** Mary<br>**B** Peter<br>**C** Both Mary and Peter<br><br>Write the correct letter **(A–C)** next to questions **1–3.**<br><br>**1** food for the trip ________<br>**2** accommodation ________<br>**3** excursions ________<br><br>*Need practice? Go to Fitness Activity 1 (Page 21)* |
| **MULTIPLE CHOICE QUESTIONS — select the correct answer.** | Question 4<br><br>Circle the correct letter **A–C.**<br><br>The reason Mary prefers to stay in this hotel is<br><br>**A** because of the magnificent view<br>**B** because of the facilities<br>**C** because of the affordable pricing<br><br>*Need practice? Go to Fitness Activity 2 (Page 22)* |

| Task type | Example |
|---|---|
| **SENTENCE COMPLETION — complete a sentence according to what you hear.** | Question 5<br><br>Complete the sentence below. Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.<br><br>Peter has put a __________ on his packing list.<br><br>*Need practice? Go to Fitness Activity 3 (Page 23)* |
| **SHORT ANSWER QUESTIONS—write an answer in one, two or three words, according to the instructions, on what you hear.** | Question 6<br><br>Answer the question below. Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** for your answer.<br><br>Which country are both Mary and Peter reluctant to visit? ____________________<br><br>*Need practice? Go to Fitness Activity 4 (Page 24)* |
| **FORM OR NOTE COMPLETION—enter the appropriate information in blanks.** | Questions 7–10<br><br>Complete the travel agency form below, using **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.<br><br>Customer's name **7** __________<br>Booking includes **8** ___ adults, **9** ___ children<br>Dates of holiday: 21 April to **10** __________<br><br>*Need practice? Go to Fitness Activities 5–7 (Pages 25-26)* |

<table>
<tr><th>Task type</th><th>Example</th></tr>
<tr><td>TABLE/FLOW CHART COMPLETION—fill in the blank cells or blocks.</td><td>Questions 11–13<br><br>Complete the table below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.<br><br>Trip Itinerary<br>
<table>
<tr><th>Date</th><th>Flight no.</th><th>Destination</th></tr>
<tr><td>21 April</td><td>CX 1345</td><td>11 ________</td></tr>
<tr><td>25 April</td><td>12 ________</td><td>Toronto, Canada</td></tr>
<tr><td>13 ________</td><td>FL 131</td><td>New York, USA</td></tr>
</table>
<br>Need practice? Go to Fitness Activity 8 (Page 27)</td></tr>
<tr><td>SUMMARY COMPLETION—fill missing words in the blanks. You may or may not be given a list of words to choose from. If there is no list, choose directly from what you hear on the recording.</td><td>Questions 14–16<br><br>Complete the summary below. Use NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.<br><br>Peter and Mary are planning a 14 ________ together. The 15 ________ they have decided to visit include Canada and USA, where they will be 16 ________ by plane.<br><br>Need practice? Go to Fitness Activity 9 (Page 28)</td></tr>
</table>

# IELTS READING

# READING LESSON

## First Questions Answered

**Q. What is the Academic Reading test like?**

A. During the IELTS Reading test you will be asked to read three passages and answer questions on each passage. If you have chosen to do a paper-based test, you will receive a booklet with texts and questions. Alternatively, if you have chosen the computer-based version of the test, you will be reading the texts on a computer screen, and answering questions by selecting the correct answer option with a keyboard/mouse or by typing your answer.

**Q. How long is the Reading test?**

A. The Reading test takes 60 minutes. During this time you should finish reading the texts and answering the questions. If you are doing a paper-based test, copy your answers on to the answer sheet **during the same 60 minutes,** because you won't be given extra time to transfer the answers. In the computer-based version you won't need to transfer answers.

**Q. How is the Reading test structured in the Academic module?**

A. Here is what you can expect to see in an Academic Reading test:

| Academic module | |
|---|---|
| **Number of texts** | Three long texts (maximum overall length up to 2750 words) |
| **Text type** | Explanatory or analytical, may include graphs or illustrations |
| **Number of questions** | 40 |

# ACADEMIC READING FITNESS ACTIVITIES

Improve your understanding of each of the task types in the IELTS Reading test, by trying these Fitness Activities.

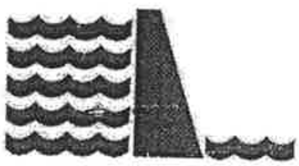
Read the text below and answer Fitness Activities 1–4.

## AUSTRALIA's DAM STORY (Part 1)

**Section A**

Measured across the continent, Australia receives an average of only 465 mm of rainfall a year, compared with Europe's 640 mm and Asia's 600 mm. High evaporation allows just 12 per cent of its rainfall to run off and reach waterways. Even so, there's enough water for everyone—but it's seldom in the right place at the right time.

**Section B**



European settlers solved this problem with dams. The first two—Yan Yean outside Melbourne and Lake Parramatta, Sydney—were completed in 1857. Dam building continued steadily until after World War II, when it accelerated. Today, 500 large (more than 15 m high) dams store a total of 93,957 gigalitres (Sydney Harbour holds about 562 GL). There are also countless smaller dams, called weirs, on most Australian rivers—8000 in the Murray-Darling Basin alone—and more than 2 million farm dams.

**Section C**

Large dams bring quick benefits. They can provide water and electricity, mitigate flooding and create beautiful lakes. But they also have adverse impacts. The first are those on people living in the way of a dam and its lake. They may need to be moved, causing families and communities to fragment. The lake may flood farmland or natural landscape. Many of the drowned river's plants and animals fail to adapt to lake conditions. Alien fish species, introduced into the reservoir accidentally, or for recreational fishing, may further alter the biological make-up of water life, and weeds and algae may thrive in the nutrient-rich water. Downstream, changes in the river's flow and water quality usually cause irreversible effects, often down to the river mouth and beyond. Fish migration and reproduction, siltation and salinity in deltas are altered.

**Section D**

Once upon a time, these adverse impacts—some of which take years to manifest—weren't really considered before a dam was built. The human need for water, for drinking or to grow food, took precedence. Some people believe they should still. But over recent decades, science has deepened our understanding of natural systems, which we now know can't be broken into discrete pieces, some of which can be exploited and others not. This has given rise to the idea that the environment itself is a legitimate water consumer, with attendant needs and rights. All this calls for careful study of a river's state and function before it's dammed.

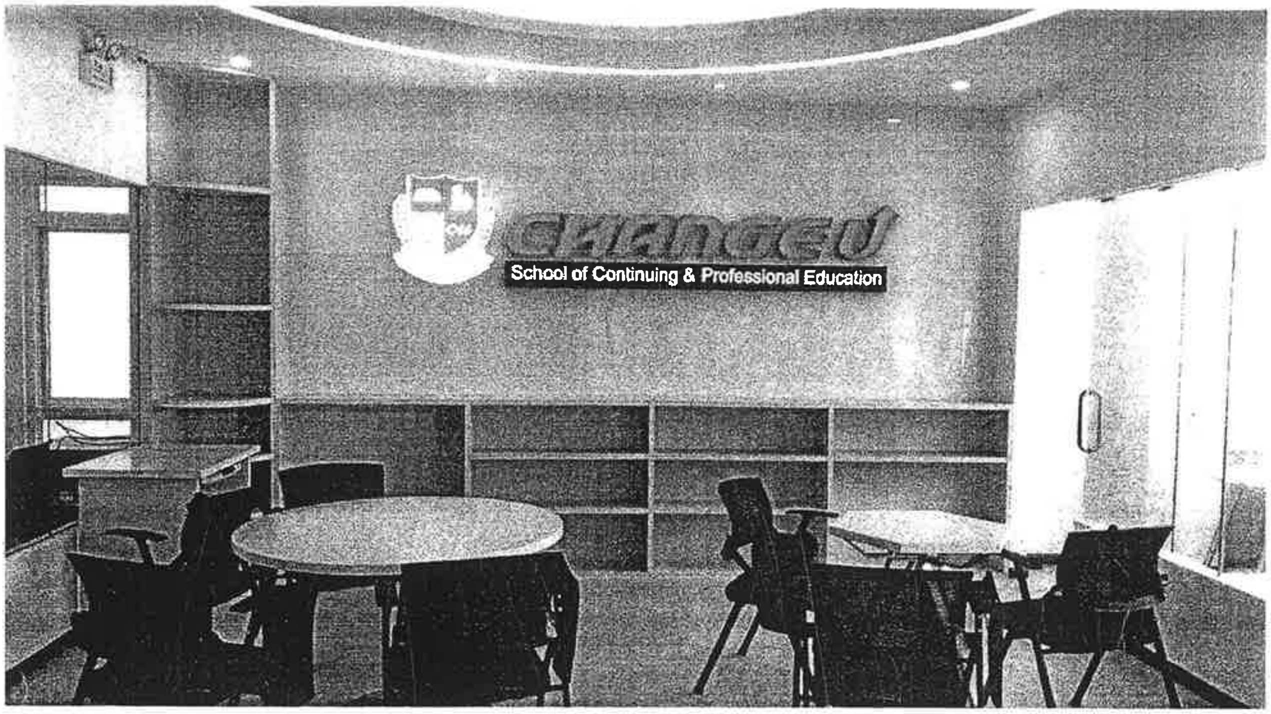
**Section E**

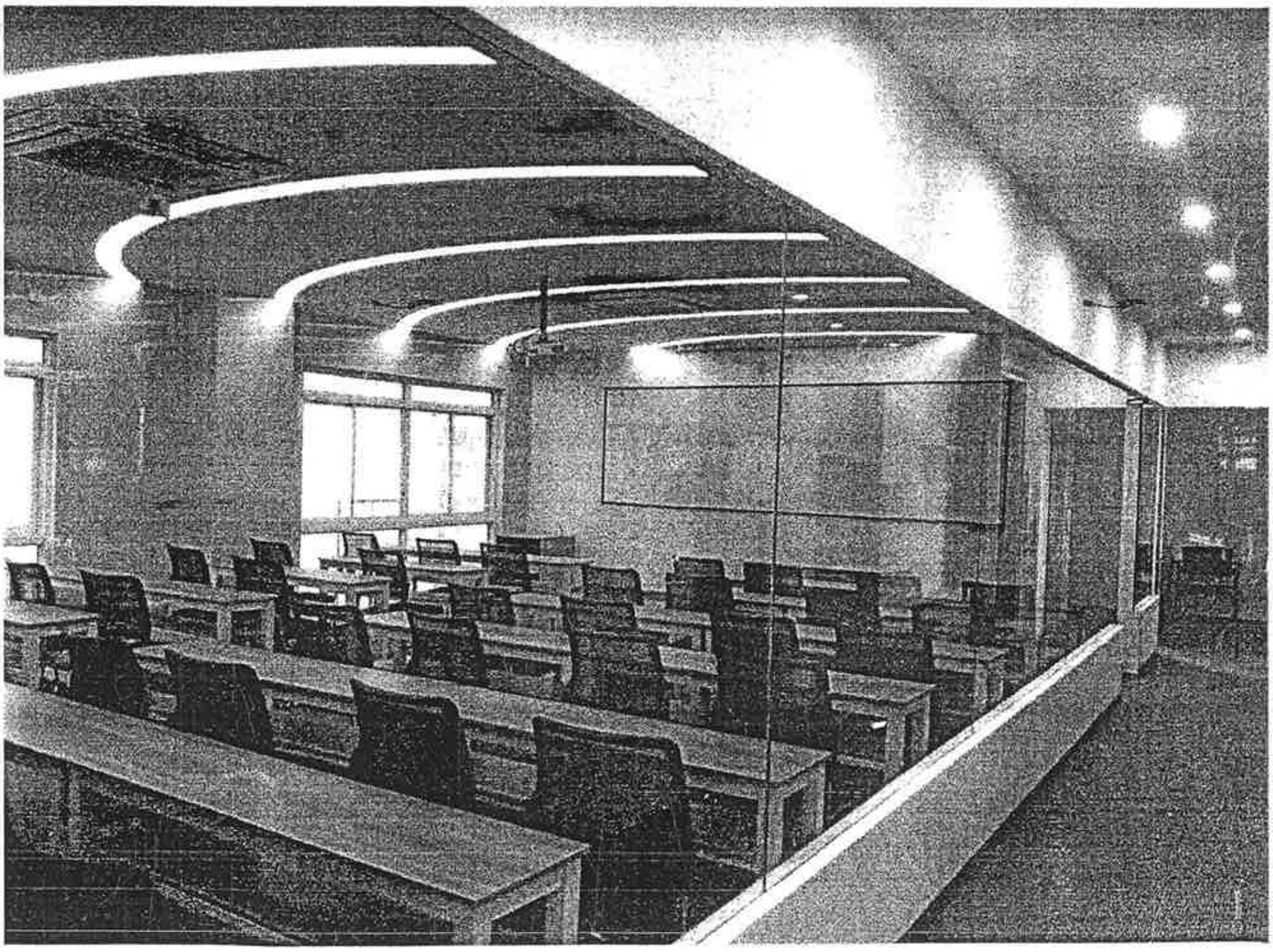
Australia's newest megadam straddles a gentle valley on the Burnett River, 260 km north-west of Brisbane. Apart from a soupy stain low on its upstream face, the concrete is spotless and dazzles the eye under the sharp Queensland sun. This is Paradise Dam, completed in 2005. Impressive though it may be, Paradise, like other large dams, is a mix of good points and bad. For some people, the bad prevail. High among the complaints has been that the rationale behind it was political. Then there are the potential environmental impacts downstream, especially around the river's mouth in Hervey Bay, which worry people such as commercial fishers and tourism operators.

**Source:** *Australian Geographic, Issue 89 (Jan–Mar, 2007)*

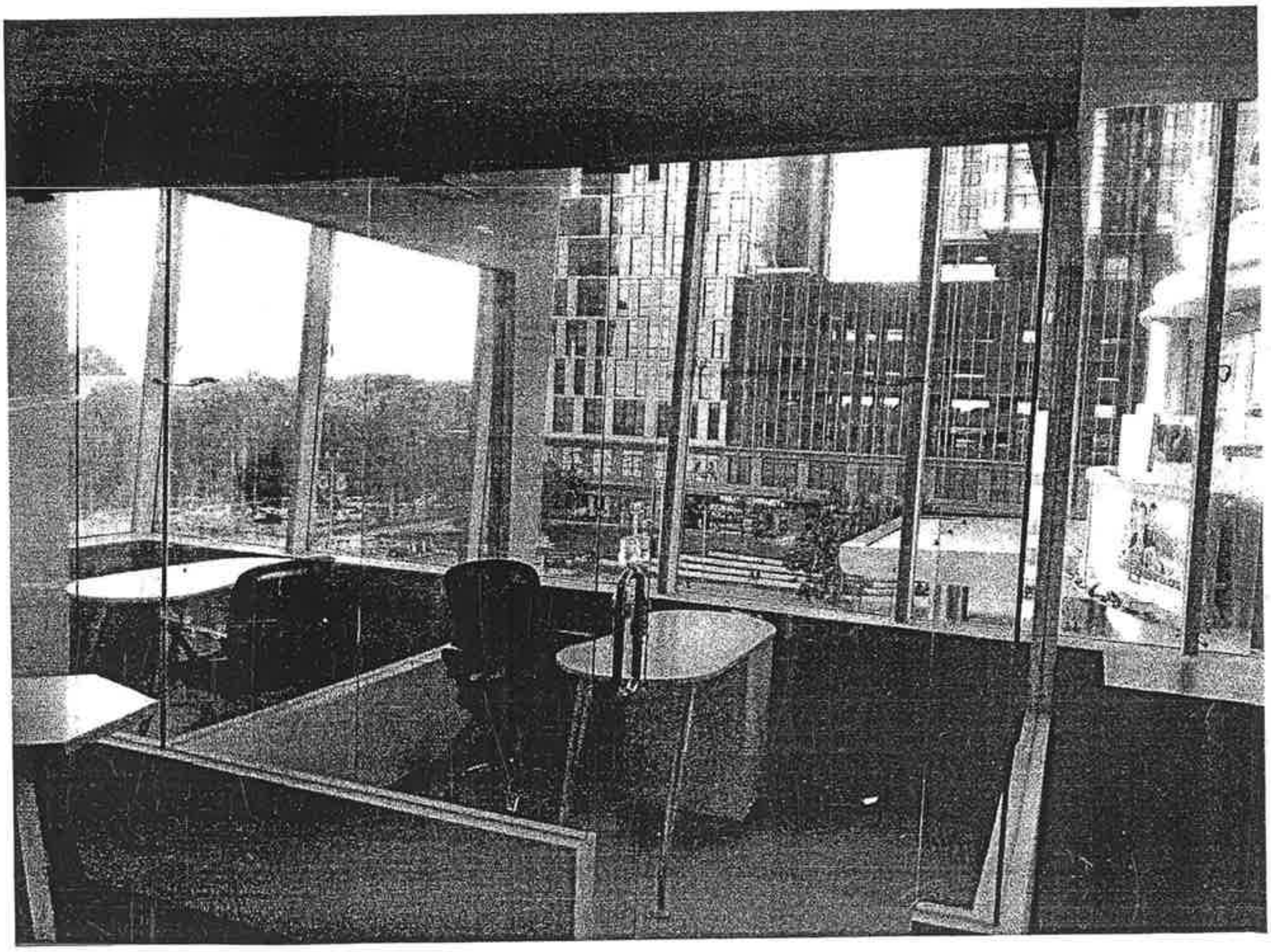
**Photos of the ChangeU Myanmar International College Company Limited**

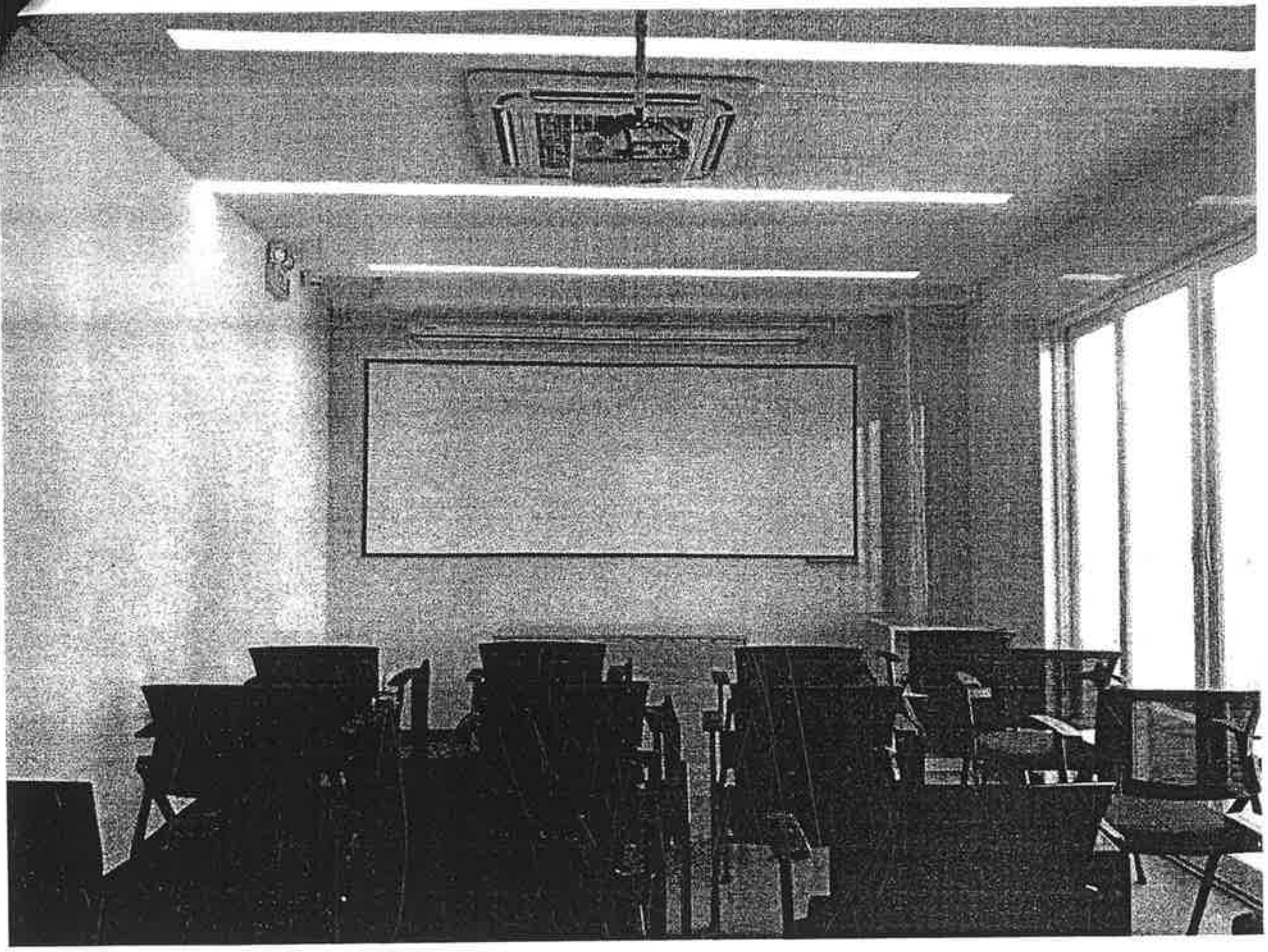
**(Junction Square Office)**

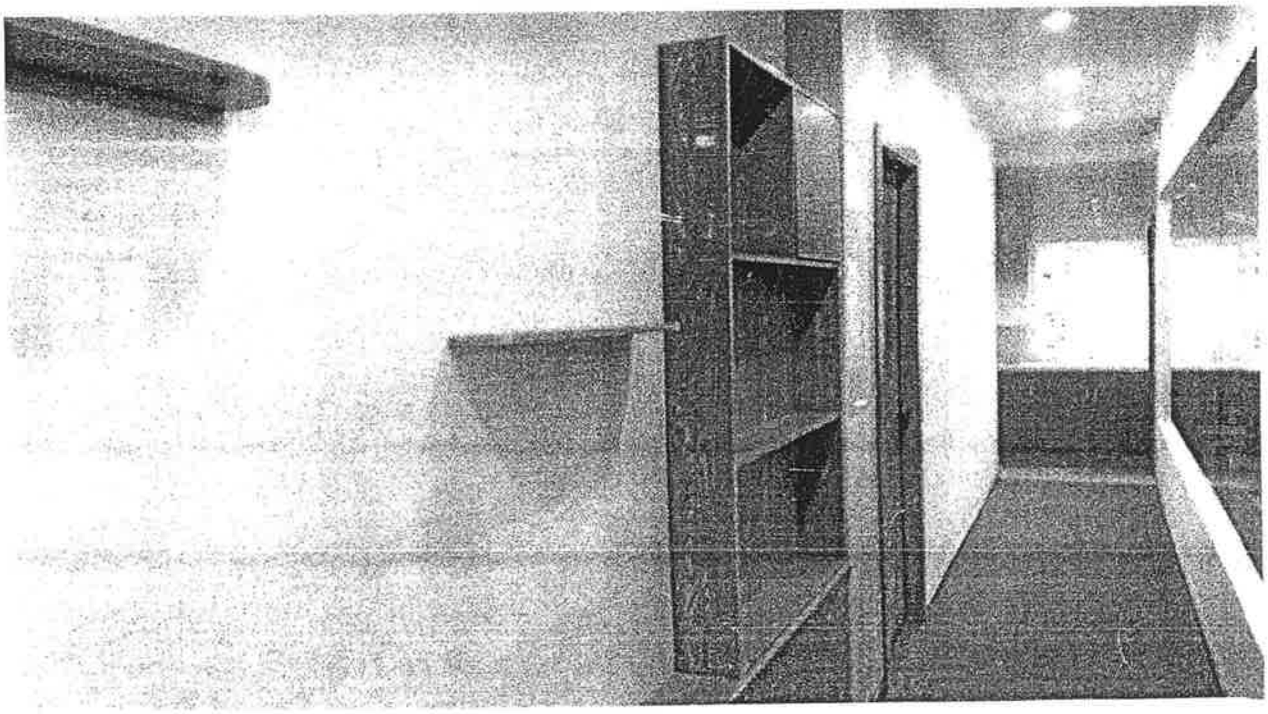


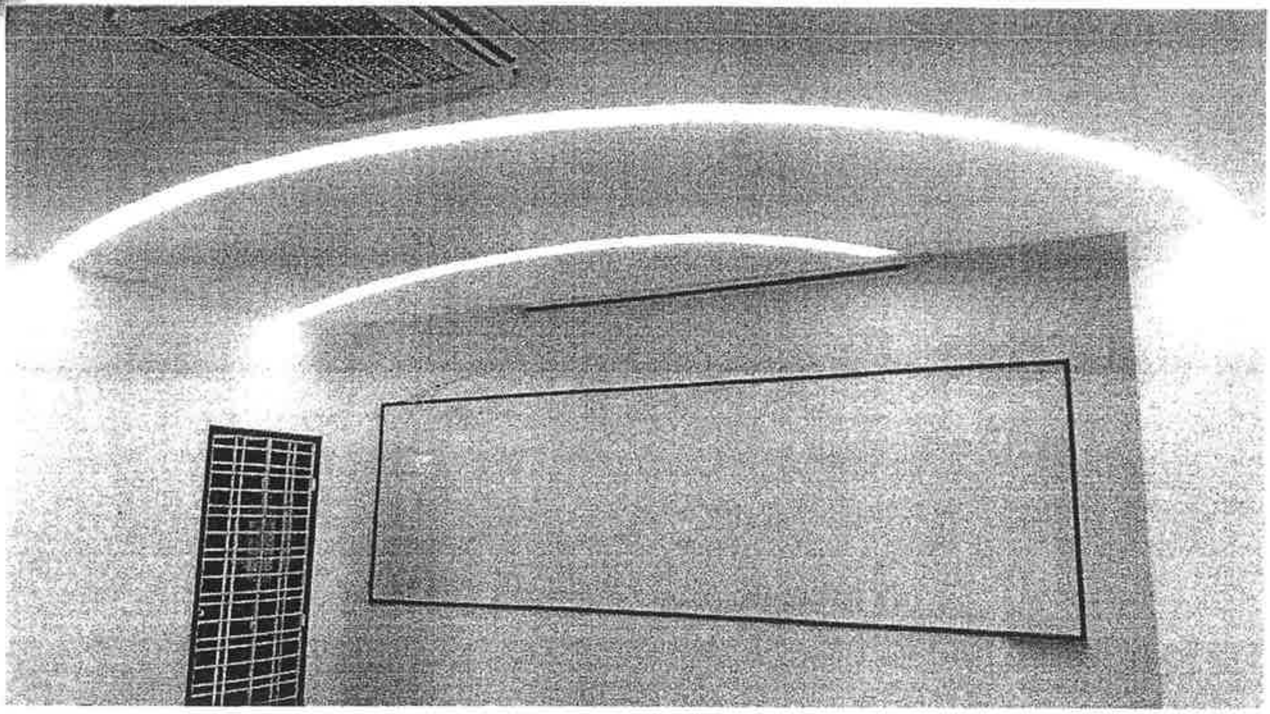



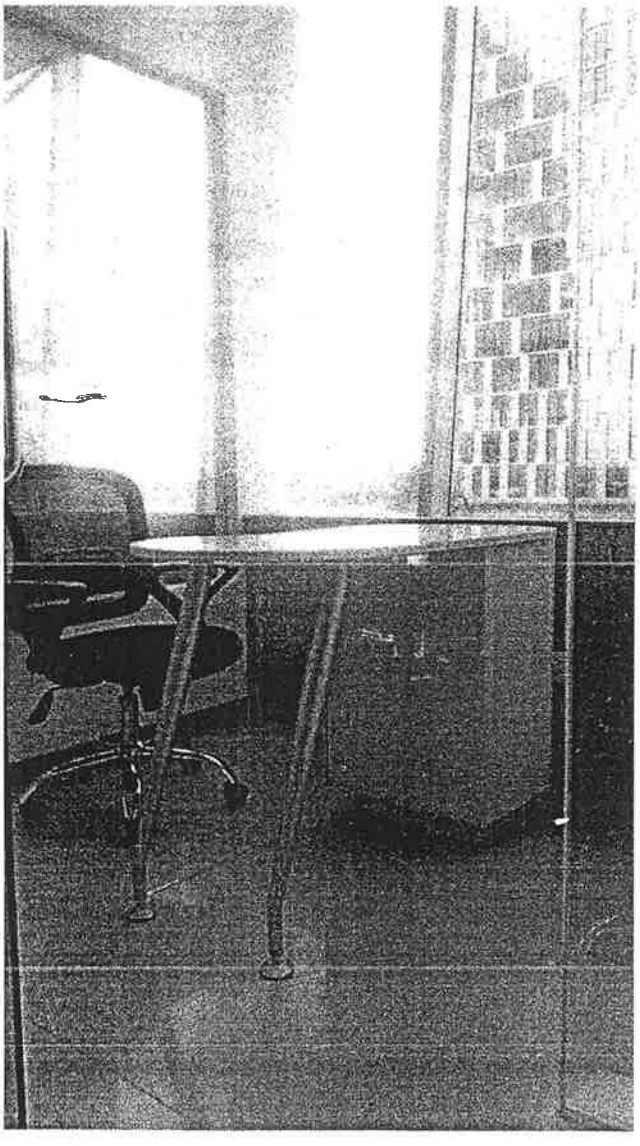


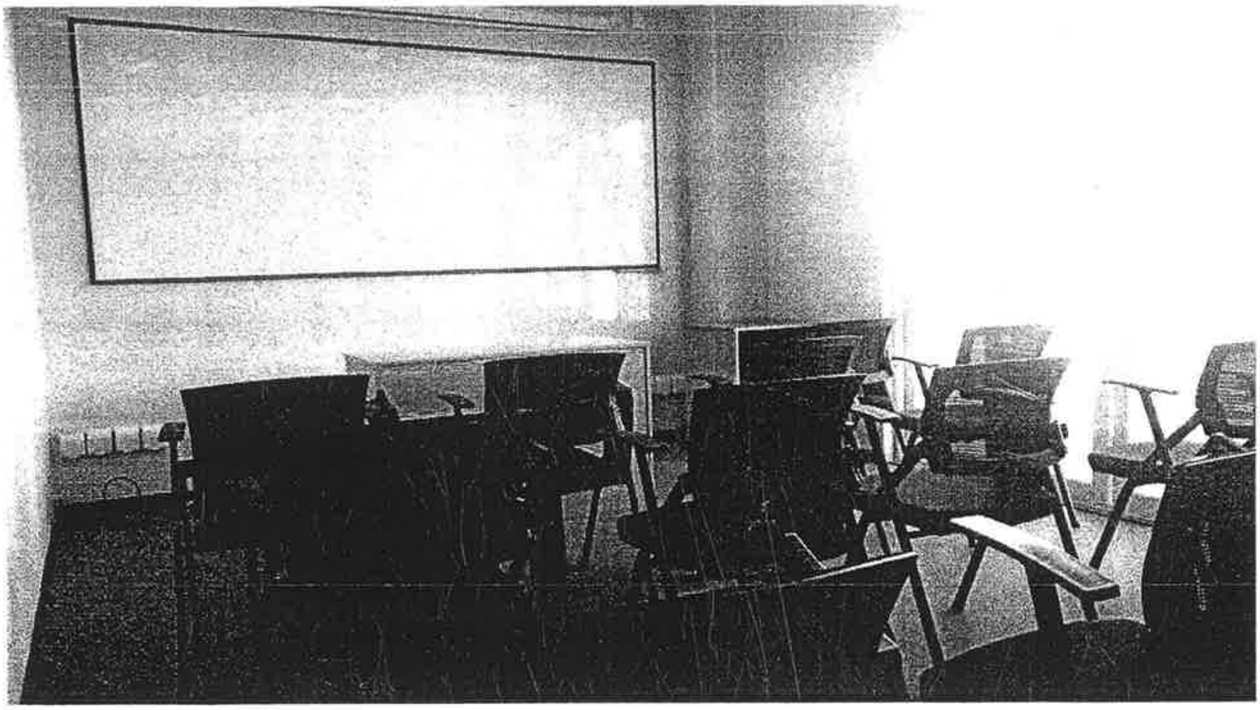




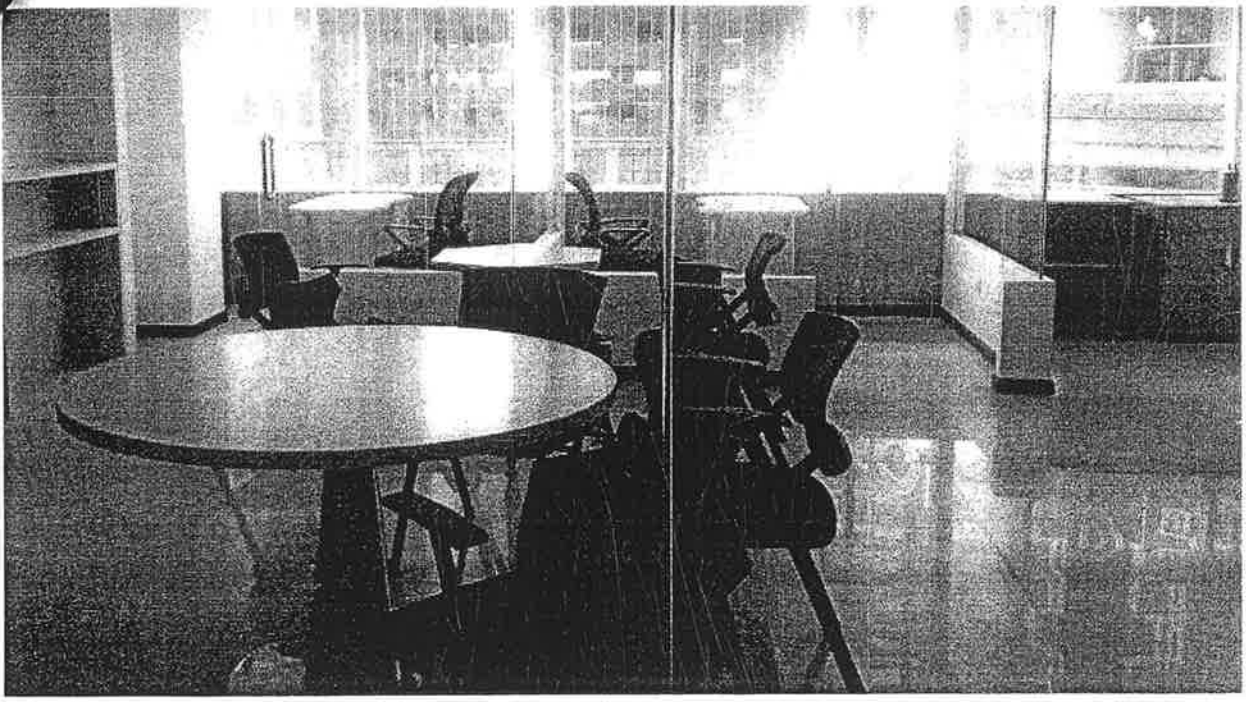


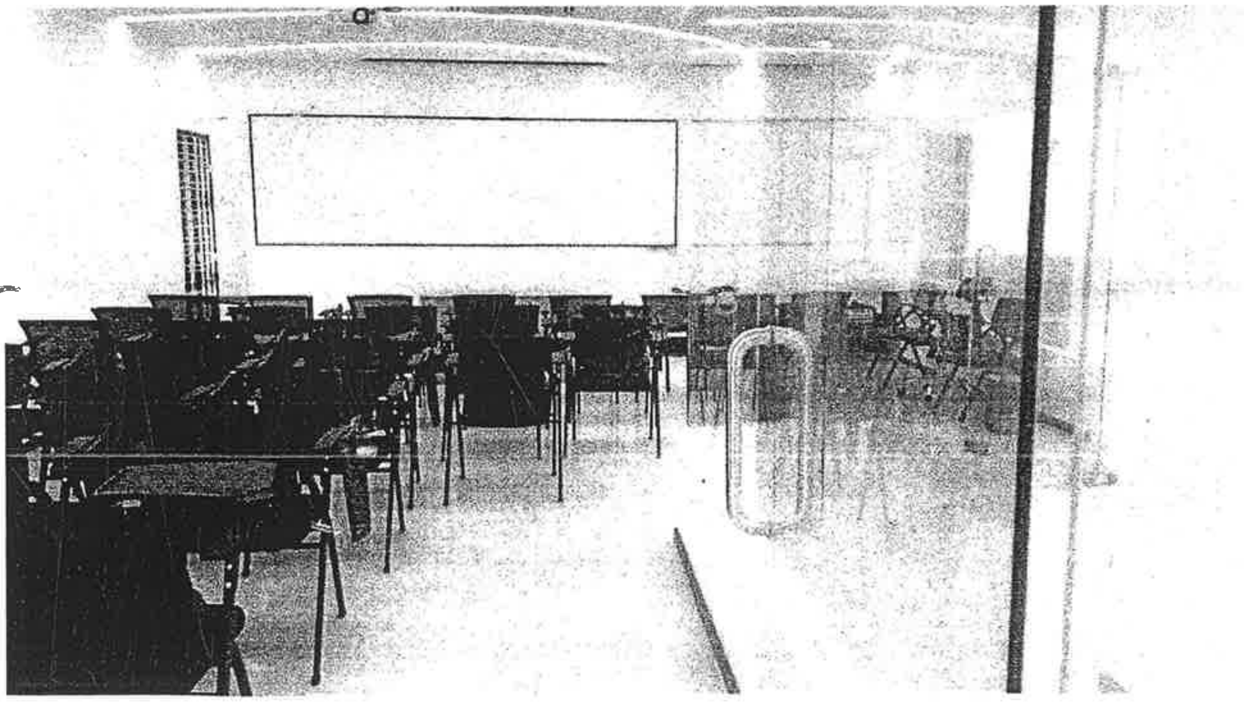


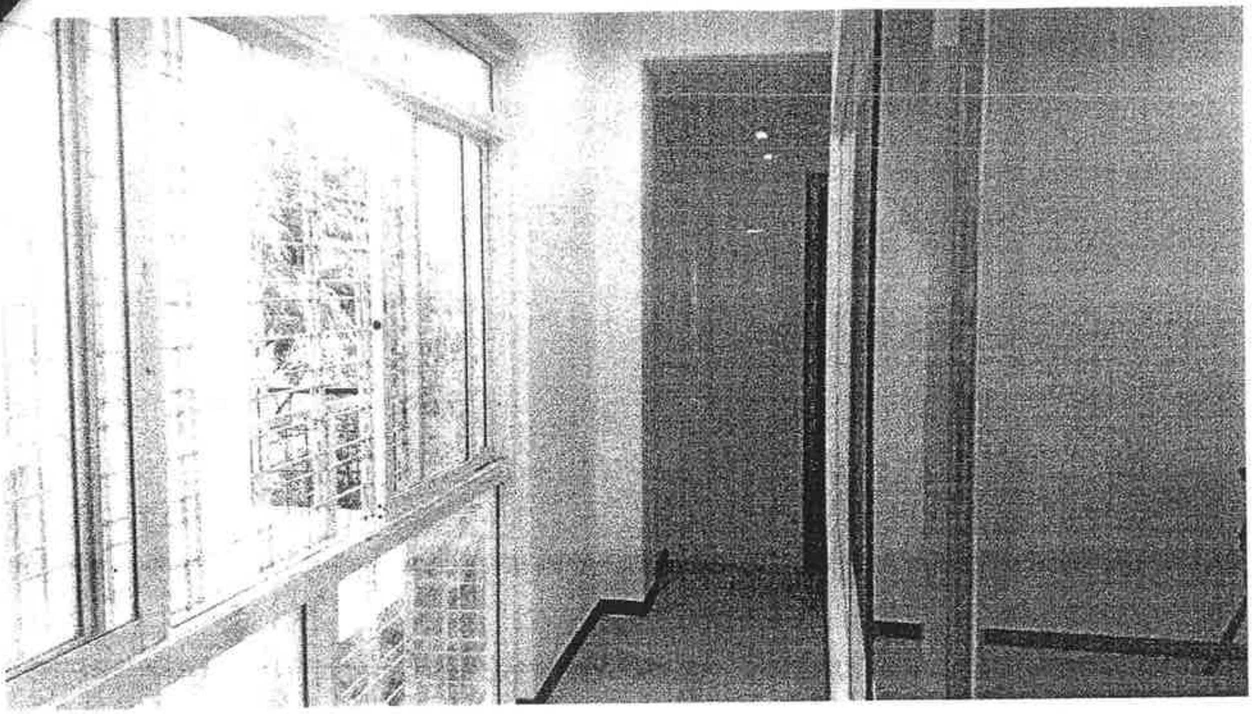












CB BANK

# Statement

Account : 100021633

Customer : CHANGE U MYANMAR IN'CHANGE U MYANMAR INTERNATIONAL COLL EGE COMAPNY LIMITED.

Legal ID : EGE COMAPNY LIMITED.

Currency : USD

Print Date : 07-Sep-2018

Statement of Transactions - 20180801 to 20180905 .

| Post Date | Reference | Narrative | Value Date | Debit | Credit | Closing Balance |
|---|---|---|---|---|---|---|
| | Balance at Period Start | | | | | 0.00 |
| 14-Aug-18 | TT182265B7F1 | Cash Deposit | 14-Aug-18 | 0.00 | 100.00 | 100.00 |
| 24-Aug-18 | FT18236RY6BH\C44 | Transfer | 24-Aug-18 | 0.00 | 32,700.00 | 32,800.00 |
| 31-Aug-18 | TT18243RWCNR | Cash Withdrawal | 31-Aug-18 | 5,000.00 | 0.00 | 27,800.00 |
| 03-Sep-18 | TT18246TMWWX\C93 | Cash Withdrawal | 03-Sep-18 | 5,000.00 | 0.00 | 22,800.00 |
| 04-Sep-18 | TT18247CXB3Q\C60 | Cash Withdrawal | 04-Sep-18 | 5,000.00 | 0.00 | 17,800.00 |
| | Balance at Period End | | | | | 17,800.00 |

**This statement balance is AS of 05-09-2018.**

Assistant Manager
Co-Operative Bank Ltd.
Union Financial Centre (UF(

Myanmar Plaza Branch

C B BANK

# Statement

Account : 100021633

Customer : CHANGE U MYANMAR INCHANGE U MYANMAR INTERNATIONAL COLL EGE COMAPNY LIMITED.

Legal ID : EGE COMAPNY LIMITED.

Currency : USD

Print Date : 02-Oct-2018

**Statement of Transactions - 20180901 to 20181002 .**

| Post Date | Reference | Narrative | Value Date | Debit | Credit | Closing Balance |
|---|---|---|---|---|---|---|
| | **Balance at Period Start** | | | | | **27,800.00** |
| 03-Sep-18 | TT18246TMWWX\C93 | Cash Withdrawal | 03-Sep-18 | 5,000.00 | 0.00 | 22,800.00 |
| 04-Sep-18 | TT18247CXB3Q\C60 | Cash Withdrawal | 04-Sep-18 | 5,000.00 | 0.00 | 17,800.00 |
| 11-Sep-18 | TT182540SRNJ\C93 | Cash Withdrawal | 11-Sep-18 | 5,000.00 | 0.00 | 12,800.00 |
| 1?-Sep-18 15 | TT18262L2L21\C93 | Cash Withdrawal | 19-Sep-18 | 5,000.00 | 0.00 | 7,800.00 |
| 20-Sep-18 | TT18263RLQ5L\C15 | Cash Withdrawal | 20-Sep-18 | 950.00 | 0.00 | 6,850.00 |
| 27-Sep-18 | FT18263C761G\C09 | Inward SWIFT Charges | 20-Sep-18 | 6.37 | 0.00 | 6,843.63 |
| 27-Sep-18 | FT18263C761G\C09 | Inward Telex Payment | 27-Sep-18 | 0.00 | 25,000.00 | 31,843.63 |
| 02-Oct-18 | TT18275PWD0S\B07 | Cash Withdrawal | 02-Oct-18 | 5,000.00 | 0.00 | 26,843.63 |
| | **Balance at Period End** | | | | | 26,843.63 |

**This statement balance is AS of 02-10-2018.**

Dy! Manager
Co-Operative Bank Ltd
Myanmar Plaza Br

C B BANK

Statement

Account : 100021633

Customer : CHANGE U MYANMAR INCHANGE U MYANMAR INTERNATIONAL COLL EGE COMAPNY LIMITED.

Legal ID : EGE COMAPNY LIMITED.

Currency : USD

Print Date : 01-Nov-201

**Statement of Transactions - 20181001 to 20181031 .**

| Post Date | Reference | Narrative | Value Date | Debit | Credit | Closing Balance |
|---|---|---|---|---|---|---|
| | **Balance at Period Start** | | | | | **31,843.6** |
| 02-Oct-18 | TT18275PWD0S\B07 | Cash Withdrawal | 02-Oct-18 | 5,000.00 | 0.00 | 26,843.6 |
| | **Balance at Period End** | | | | | **26,843.6** |

**statement balance is AS of 31-10-2018.**

CO-OPERATIVE BANK LTD. Myanmar Plaza Branch

Dy! Manager
Co-Operative Bank Ltd
Myanmar Plaza Br

**CHANGE U**
School of Continuing & Professional Education

Area A,A-03-04, Golden City Business Centre,Golden City, Yankin Township,
Yangon, Myanmar    Phone: +95(9)265733863

သို့

ဥက္ကဋ္ဌ

မြန်မာနိုင်ငံရင်းနှီးမြှုပ်နှံမှုကော်မရှင်

နေ့စွဲ –

အကြောင်းအရာ။ ။ ChangeU Myanmar International College Company Limited မှ ဖွင့်လှစ်မည့် ပုဂ္ဂလိကကျောင်း နှင့် ပတ်သက်၍ ကတိခံဝန်ချက်။

အထက်ပါအကြောင်းအရာ နှင့် ပတ်သက်၍ ChangeU Myanmar International College Company Limited မှ ပုဂ္ဂလိကကျောင်း တိုက်အမှတ် ၄ ၊ ၃ လွှာ နှင့် ၄ လွှာ ၊ Junction Square ၊ ကမာရွတ်မြို့နယ် ၌ တည်ထောင်ဖွင့်လှစ်မည်ဖြစ်ရာ ကျောင်းပုရိဝုဏ် အတွင်း အရက်သေစာ နှင့် မူးရစ်ဆေးဝါး သုံးစွဲခြင်း မရှိစေရန် နှင့် ဆရာ ၊ ဆရာမများ နှင့် ကျောင်းသား ကျောင်းသူများ ၏ ကာယိန္ဒြေထိခိုက်မှု မရှိစေရန် တာဝန်ယူပြီး ခံဝန်ကတိပြုပါကြောင်း လေးစားစွာ တင်ပြအပ်ပါသည်။

လေးစားစွာဖြင့်

Mr. Lau Kim Fung
Director
Change U Myanmar International
College Co., Ltd.

CHANGE U
School of Continuing & Professional Education

Area A,A-03-04, Golden City Business Centre,Golden City, Yankin Township,
Yangon, Myanmar Phone: +95(9)265733863

**Annex 2.3**

**Resolution of ChangeU Myanmar International College Company Limited**

Time: 03/09/2018

Venue: Company Meeting Room

Chaired by: Mr. Lau Kim Fung

Recorder: Chu Myat Chel

Contents of Resolution:

1. The Founder & Chief Executive Officer, Mr. Lau Kim Fung discussed and determined to submit the proposal of the investment permit to Myanmar Investment Committee, related with the process of future Education Services of ChangeU Myanmar International College Co.,Ltd. That Process included to teach the ABE Level Management Courses, ACCA Accounting Courses, Leadership Development Skills Courses, English Courses including IELTS 4 Skills, Business English, Academic English with international curricula for all kinds of students. All courses would be lectured by the professional skilled & experienced lecturers with effectively in every hours of learning time for ChangeU students. ChangeU would take special plans for students & teachers from the government & private schools and Business to Business teaching services for the employees of the companies or organizations to aim more development of every aspects in Myanmar.

ChangeU Myanmar International College Company Limited

Date: 03/09/2018

Annex 2.3

CHANGE U
School of Continuing & Professional Education

Unit 1802,18/F, Tamson Plaza,161 Wai Yip Street, Kwun Tong, Kowloon, Hong Kong

**Annex 2.3**

**Resolution of ChangeU Education Asia Pacific Holding Limited**

Time: 05/09/2018

Venue: Company Meeting Room

Chaired by: Mr. Lau Kim Fung

Recorder: Miss Qing Qing

Contents of Resolution:

1. The Founder & Chief Executive Officer, Mr. Lau Kim Fung discussed and determined to invest in Education Services in Myanmar by establishing an International College with worldwide curriculum. That investment will be going as Management Courses, ACCA Accounting Courses, Leadership Development Skills Courses, English Courses including IELTS 4 Skills, Business English, Academic English. The initial investment will be 1,000,000 USD in Myanmar. ChangeU will aim the development of the employees of the companies or organizations in every aspects of Myanmar.

ChangeU Education Asia Pacific Holding Limited

Date: 05/09/2018

# CURRICULUM VITAE



| | |
|---|---|
| Name: | **Terence Kyaw Thuya** |
| Address: | No. 191 Shwe War Tun 2nd Street |
| | North Dagon Tsp, Yangon, Myanmar |
| Apply Position | ACCA Lecturer |

**PERSONAL DATA**

| | |
|---|---|
| Date of birth: | 14 December 1981 |
| Citizenship: | Myanmar |
| Marital status: | Married |
| Gender: | Male |
| Race: | Burma |
| Religion: | Buddhist |

**SUMMARY**

- 11 years progressive experience in Accounting, Finance & Business, of which 7 years in managerial position.
- Business Analysis / Business Intelligent using data warehouse
- Financial Analyst including Budgeting, Variance, Sensitivity analysis.
- Performance management / measurement / review
- Implement accounting system for SMEs by using **MYOB**, **Quick Book** and **Auto Count** accounting software. Revamp the whole accounting software; setting up charts of accounts, to suit the management's requirements.
- Develop / review internal control procedures
- Credit risk management and business support
- Train finance team members to develop skills & ethics
- Corporate compliances

**EDUCATIONAL QUALIFICATIONS**

| | |
|---|---|
| April 2016: | **ACCA Affiliate** |
| | **The Association of Chartered Certified Accountants** |

Campus: London School of Business & Finance
*1 Finlayson Green #07-00 Singapore 049246*

Mar 2010: **Bsc (Hons) in Applied Accounting**

**(Second Upper Class Honors)**

**Oxford Brookes University (OBU)**

Campus: Singapore Accountancy Academy

*20 Aljunied Road*

*#01-04 CPA House*

*Singapore 389805*

Sep 2005: **Bachelor of Arts in English Literature Studies**

Dagon University

*East Dagon Township, Yangon, Myanmar.*

Nov 2000: **Diploma in Electrical Engineering**

The Association of Government Technical Institute (AGTI) *Hmaw Bi Township, Yangon, Myanmar.*

Mar 1998: **High School graduate**

No.6, Basic Education High School,

*Ahlone Township, Yangon. Myanmar.*

**WORKING EXPERIENCES**

*Aug2017 – Present* : **Finance & Admin Manager**

Emirates Airline (Myanmar Branch)

*192 Kabar Aye Pagoda Road, 6th Floor, Myanmar Centre Tower 1,*

*Bahan Township,Yangon,Myanmar.*

*Nov2016 – Jul2017* : **Manager, Business Analysis**

Telenor Myanmar Ltd.

*No.40, No-1 Industrial Road,*

*Bahan Township,Yangon,Myanmar.*

COMPETENCIES

- Strong knowledge in Financial Reporting Standards (FRS)
- Well-versed in GST/VAT/CT mechanism
- Good problem solving skill
- Ability to lead the team reaching goals
- Effective communication and presentation skills
- Business thinking with drive

COMPUTER LITERATE

- MS Office Applications
- Oracle Applications
- ERP, MIS, EIS tools
- Well-versed in QuickBooks, MYOB, AutoCounts Accounting Software
- Knowledge in Information Technology projects, use of application / accounting software

AVAILABILITY

- 2 months' notice in advance

RERFERNCES

**Dr. Zabu Kyaw, Ph.D.**
Senior Process Integration Engineer
*Samsung Austin Semiconductor*
*Email : zinm0013@e.ntu.edu.sg*

**Ms. San San Maw**
CFO
*Oway Travels & Tours Co., Ltd.*
*Mobile: +959 253 254 656*
*Email: maw.san639@gmail.com*

**Ms. Yi Sandi Soe**
Senior Manager, Business Analysis
*Telenor Myanmar Ltd*
*Mobile: 09 777 191 890*

*May2016 – Jul2017* : **Freelance Financial Consultant**

Oway Travels & Tours Co., Ltd.

*No. 802, 8th Floor, Myaing Hay Wun Condo, Kyaik Wine Pagoda Road, Mayangone Township, Yangon, Myanmar.*

*Sep2015 – Oct2016* : **Finance Manager**

Bollore Logistics Myanmar Co., Ltd.

Bollore Group (Paris, France) Yangon Branch office

*No. 802, 8th Floor, Myaing Hay Wun Condo, Kyaik Wine Pagoda Road, Mayangone Township, Yangon, Myanmar.*

*Feb2015 – Aug2015* : **Financial Planning & Analysis Director**

Oway Travels & Tours Co., Ltd.

*Mar2012 – Feb2015* : **Accounts Manager**

Orexis International Trading Pte Ltd

*15 Tuas View Loop Singapore 637681*

*Sept2009 – Mar2012* : **Assistant Accountant**

W Heng Corporate Services Pte Ltd

*10 Ubi Crescent #07-69 Singapore 408564*

*Dec2007 - Dec2009* : **Accounts Assistant**

Gold-Link Management Services Pte Ltd

*6001 Beach Road, #08-08 Golden Mile Tower Singapore 199589*

*Dec 2004 ~ Nov 2005* : **Accounts Assistant**

Hexa Myanmar Engineering Group

*Mechanical & Electrical Contractor*

*Dec 2000 ~ Apr 2003* : **Junior Assistant Engineer**

No. 3 Furniture Factory

*Ahlone Township, Yangon. Myanmar.*

Email : yisandisoe@yomabank.com

# DR.ZIN WAI MAW


| | |
|---|---|
| Address: | No.27, Aung Mingalar Street, Aung Theikdi Lane, Mayangone Township. |
| E-mail: | dr.zinwaimaw@gmail.com |
| Mobile: | (95) 9 5010747 |
| D.O.B: | 11-09-1988 |
| Marital Status: | Single |
| Nationality: | Myanmar |
| Language: | English, Myanmar |
| Father's Name: | Khin Maung Aye |
| Father's Occupation: | Retired from Military of Myanmar,<br>Managing Director, Myanmar Advantages Co.,Ltd. |


## OBJECTIVE

- To link with innovative and high capacity organization, this will allow me to use my strengths and skills for development and innovation
- To explore and add the value to the organization from my development as individual.

## PERSONAL STRENGHTH

- Energetic
- Highly motivated
- Innovative
- Leadership
- Confident
- Flexible
- Ability to work effectively under stressful environment who has good skills in organizational and management skills.

## CAREER HISTORY AND EXPERIENCES

**Lecturer** **October, 2017 to now**

**MMI(Myanmar Management Institute)**

- Acting as lecturer for HRM in diploma course and member of academic board.

**Organization Development (OD) Consultant** **July, 2017 to now**

- Acting as facilitator for change management initiatives
- Performing as a coach to improve the organizational capabilities and effectiveness.
- Planning and aligning with the human resource strategy with business strategy by restructuring and re-engineering
- According to the external impacts such as political, economic and business change, facilitating the organizational change and implementing the interventions by using the organizational development tools

**Lecturer** **March, 2016-now**

**NSMS (National Strategy and Management Studies)**

- Acting as Lecturer for HRD subject.

**HR Associate Director** **October,2016-now**

**Myanmar Advantages Company Limited**

- Set up all HR Functions and SOP, such as HR policy, Recruitment and selection, compensation and benefit.
- Set up the employee contracts.

**Admin Manager (Corporate Office)**
**Manager (Pharma Division)**
**Co-ordinator (Training)**
**Manager (HHCS)** **December2013 to March,2016.**

**Golden Zaneka Public Company Limited (GZP)**

- Manage each business department under the GZP.
- Develop the HR policy
- Develop the HR management
- Create the business model for new innovative service.
- Develop the strategic business expansion for healthcare service.
- Monitor and evaluate the performance and assessment of employee for their individual development
- Arrange every meetings
- Coordinate and manage the international standard trainings
- Manage the business units under the GZP
    - Pharma Division
    - Home Healthcare services
    - Emergency medical service
    - Telemedicine service

**HR and admin executive** **2012-2013**

**Myanmar Advantages Company Limited**

- Prepare the Payrolls monthly.
- Manage the employee's attendance.
- Record the employee's profile timely.
- Co-operate with other department.

- Evaluate the performance of individual and develop the training programs for employee by aligning with the business strategy
- Develop a happy and enjoyable working environment and learning organization.
- Supervise and provide consultation to each and individual.
- Create SMART working style and develop the work life balance
- Develop the intervention process when the organization becomes constant.
- Initiate and create the strategic objectives of organization
- Develop the programs that related to the employee motivation, leadership, commitment and job engagement.

**Lecturer** **November,2016-July,2017**

**CSIS (Center for Strategic and International Studies)**

- Acting as Lecturer for Organizational Development and Change subject and HRM subject for MBA student.

**HR Consultant** **April,2016 to October,2016**

**Civiltechnics Myanmar Company Limited and Infinity Yangon Company Limited.**

- Develop the HR System (Payroll, Salary Range, Organization Chart and Record)
- Establish the HR policy, implement and follow according to the labour law.
- Develop the Training Program.
- Create the employee evaluation form.
- Promote the skillful employee according to the experiences and skill
- Develop the training programs according to the organization culture and employee's needs.

- Arrange the interviews.
- Recruit the employees that request from other departments.
- Office Management such as vehicle management , stationary management ,facilities management, meetings arrangement and filing sytem.

## EDUCATION & TRAINING

### EDUCATION

| YEAR | DEGREE | SUBJECT | SOURCES | REMARK |
|---|---|---|---|---|
| 2015- now | PhD | Organization Development | Assumption University, Thailand | |
| 2012-2014 | MBA | Business Administration | Assumption University, Thailand | |
| 2005-2012 | MBBS | Bachelor of Medicine and Bachelor of Surgery | University of Medicine-1, Yangon, Myanmar. | |

### TRAINING/CONFERENCES

| YEAR | Training/Conferences | SOURCES |
|---|---|---|
| 2017 | Developing and Transforming Organizations for SMART GROWTH in ASIA | AODN (Asia Organizational Development Network) |
| 2017 | Mini HR-OD Program | Assumption University of Thailand |
| 2016 | OD in Asia: Integrating OD,HR and Change Management: Strategies for Sustained Success | AODN (Asia Organizational Development Network) |

| | | |
|---|---|---|
| 2016 | OD in the changing global landscape | IODA(International Organizational Development Association) |
| 2015 | Lean six sigma (Green Belt) Training | Anexa Europe |
| 2015 | Introduction to Statistics | Myanmar Medical Association |

**COMPUTER SKILLS**

| APPLICATION | LEVEL |
|---|---|
| Microsoft Application (Excel, Word, Power Point) | Good |
| SPSS data analysis software | Good |

# MYINT THUZAR AUNG



**Address**: 39 Yanpyay 20th Street, Block 3, Thaketa Township,
11231 Yangon, Myanmar
Nationality : Myanmar
Date of birth : 23rd October 1986
Marital status : Single
Apply Position: IELTS Teacher

## EDUCATION PROFESSIONAL

8 years' experience teaching and developing curricula in Myanmar

### EDUCATION

| | |
|---|---|
| **2017** | Diploma in Business Law, University of Yangon |
| **2017** | ~~Master of~~ Development Study, Yangon University of Economics (ongoing) |
| | ~~Certificate~~ in Basic Diplomatic skills (Ministry of Foreign Affairs, Myanmar) |
| **2007-2009** | Master of Arts: Teaching English as a foreign language |
| **2006-2007** | Post graduate Diploma in English language teaching methodology |
| **2002-2005** | Bachelor of Arts: English |

### PROFESSIONAL EXPERIENCE

**<u>Myanmar Imperial College</u>, Yangon – Business English teacher**

**2014 – 2018**
**(4 years)**

- teaching adult learners four skills and Business English
- designing, testing and delivering different levels of Business English syllabus preparing exams for students
- organizing study trips for students

**2012 – 2013**
**(1 year)**

**New English Cyber English Center - Language teacher for young and adult learners**
Developing a syllabus and teaching four skills

**2012**
**(6 months)**

**English Language teacher at the local monastery**
Developing a syllabus and teaching four skills

**2005**
**(2 years)**

**U Mya Kyaing's English Language School - English language teacher for adult learners**
to teach reading:
to draw own syllabus for reading class
to assist main teacher in teaching students

### LANGUAGE SKILLS (1 BASIC TO 5 FLUENT) AND COMPUTER KNOWLEDGE

- **Myanmar** (5) : mother tongue
- **English (5):** fluency in both written and
- **Rakhine** ( 3): Parents are Rakhine
- Proficient in Windows based software and

spoken. internet

HOBBIES

Reading and writing

Badminton

Jogging

# THUYA AUNG @ JOHN




+959 972494636

thuyaaung123@gmail.com

thuyaaung123


**ABOUT ME**

**Date of Birth:**
01 May 1987

**Country of Origin:**
Myanmar

**Gender:** Male
**Height:** 180 cm
**Weight:** 60 kg

**Marital Status:**
Married

**Nationality:**
Myanmar

**Language:**
Myanmar, English

**Passport No:** M907162

**UAE Driving License:**
**License No:** 1765214
**Expiry Date:** 26-Feb-2022
**Place of Issue:** Dubai

**Myanmar Driving License:**
**License No:** B/07434/16
**Expiry Date:** 16-Feb-2021
**Place of Issue:** Yangon

**Where I have worked,**

**Myanmar** **UAE**

## CAREER OBJECTIVE

To relentlessly thrive in a management position of HR Department with an organization where my attributions and years of accumulated work experience can be challenged and utilized for making different which propel the leading to efficiency, growth and profitability of the organization.

## CAREER SUMMARY

Dynamic and motivated Human Resources Professional with progressive experience in managing employee benefits & compliance, employee hiring & onboarding, performance management processes. Adaptable and organized team player/ leader with the ability to to work independently. Skilled in building relationships with employees across all levels of an organization and demonstrating exceptional communication skills, and making critical decisions during challenges.

## COMPETENCY SUMMARY

- ✔ Extensive knowledge in Human Resources Management
- ✔ Well experienced with Hospitality Recruitment Operations
- ✔ Very organized, able to multi task, willing to work flexible hours, can cope well under pressure, good attention to detail
- ✔ Excellent in interpersonal, communication and planning skills
- ✔ Computer literate and Ability to work with multi-cultural environment

## EDUCATIONAL BACKGROUND

**Higher Diploma of Human Resource Management**
Cambridge College International, Australia (Knowledge Village/ Dubai)

**Diploma in Psychology**
**Diploma in Business Management & Entrepreneurship**
ALISON Social Enterprise, Ireland

**Diploma of Nautical & Marine Science**
Institute of Marine Technology, Yangon, Myanmar

## CAREER HISTORY

Country Manager
**June 2015 to Present**
**JobsGlobal Myanmar Company Ltd., Yangon, Myanmar**
**www.jobsglobal.com**

**JOBSGLOBAL.COM** is the group of companies which fully operate its branch offices around the world in international manpower industry. The only company in recruitment industry can handle large scale of requirements, sourcing, processing in terms of resources. JobsGlobal.com distinguishes itself from all other recruitment agencies by opening up own branch offices in 17 countries around the world to guarantee that employers can hire the best professionals for their business need.

Position Summary:
Oversees the planning, development, implementation, coordination, evaluation, administration and communication of programs, policies and procedures for the effective development and utilization of human resources to meet organizational needs, provide exemplary staff relations, maintain legal compliance and ensure cost effectiveness. Directly responsible for accomplishing all facets of local and overseas recruitment. Ensures that the human resources activities are in full compliance with local labor laws and those policies and procedures are administered in a uniform

LinkedIn Profile

Scan me

linkedin.com/in/thuya-aung-01b37140

and equitable manner. Provide assistance and counsel to staff members to ensure rewarding relationships with the company, their work and their co-workers.

Key Responsibilities:

- Act as a single point of contact for all recruitment activities between Dubai Head Office and Myanmar Office
- Develops and implements short- and long-range strategic plans for effective recruitment, development and utilization of human resources.
- Responsible for setting and delivering the operational plans for the Executive, Interim, Consultancy and Job Board teams and for achieving the gross profit targets for each area.
- Leads the creation and accomplishment of a recruiting and interviewing plan for each open position.
- Responsible for growing and developing Recruitment, Consultancy and training
- Lead, manage and develop the teams so that they may render to their maximum potential.
- Lead and manage business development meetings with current and prospective client including Leading on Presentations to potential clients to secure executive recruitment campaigns
- Responsible for identifying and developing new business opportunities, identifying financial viability, assessing risks and benefits of all business streams and opportunities.
- Monitor market trends, research and respond to client needs, and identify the gaps in business offering in line with emerging changes in the external environment.
- Recruits and recommends qualified internal and external candidates for open positions using a variety of effective approaches and conducts exit interviews for all resignations from the company.
- Manages departmental staff to ensure each member effectively accomplishes their expectations and company duties are fulfilled effectively and without disruption.
- Oversees the orientation and onboarding process for new employees. Monitors and evaluates effectiveness of training and orientation programs.
- Sets the social media communication strategy for different job profiles and functions in the organization
- Serves as liaison for staff and works to ensure company programs and policies facilitate rewarding relationships between staff and with management.

**Senior HR/ Crewing Officer**
**February 2010 to June 2015**
**Mubarak Marine L.L.C, Hamriya Port, Dubai, U.A.E**
**www.mubarakmarine.com**

MUBARAK MARINE

**MUBARAK MARINE LLC** is a marine and offshore service organization based in Dubai. The company specializes in areas of Towage, Salvage, Offshore Support, Terminal/SPM Support & Maintenance, Heavy Lift, Emergency Response and Rescue. The company is focused on providing its clients safe, efficient and value driven marine and offshore services. The company offers variety of vessels to suit the ever growing needs of its clients based in and outside the Middle East. From its humble beginnings in 1979, the Mubarak Marine fleet has grown to a diverse fleet of 38 vessels, with additions being made continuously of modern and versatile vessels to adapt to the rapidly growing and changing marine offshore industry.

**Position Summary:** Implementing the recruitment, selection process and Crew/HR management of Mubarak Marine

Key Responsibilities:

- Interacting, Coordinating, facilitating tie – ups with various recruitment agencies to cater to Mubarak Marine manpower (Crews) requirements.
- Gathering CVs, maintaining CVs database, Screening CVs and distributing them to the concerned department heads.

- Ensure that crew CV's are received and accurately maintained in company standard format.
- Conducting preliminary crosschecks and interviews.
- Facilitating technical interviews between potential crews and concerned Line Managers/Department Heads/Management.
- Reference check from the past employers about the applicants if available.
- Co-coordinating the visa formalities, transportation, and smooth settling of the new hires in the Company.
- Maintaining necessary files, records and documentation pertaining to recruitment procedure.
- Coordinate, process, and/or monitor various recruitment records, in house reports, schedules, and other documents, ensuring timely and accurate completion of documents on a prospective employee.
- Organize, update, compile and maintain various vessels crew list and records, frequently involving cross filing/ cross-reference systems, in response to specific requests.
- Understand and work in compliance with the Mubarak Marine QMS
- To insure that joining crew for particular vessel are in compliance of minimum safe manning and STCW95 certificate of competency.
- Maintain crew movement planner, at least one month before scheduled crew change, to be advised to Operation/Technical department.
- Ensure timely crew changes by coordinating with on signer and off signer crew
- Ensure that flag endorsements are maintained and valid for all assigned vessels.
- Arrange for all necessary training as required by charterers and ensure that crew joining ships have completed all the required training before embarking
- Monitor Crew budget on hiring cost, guest house utilization and travel of crew

**Customer Service Assistant**
**July 2007 To Feb 2010**
**Dubai International Airport, Emirates Airlines, Dubai, U.A.E**
www.emirates.com

Emirates

Key Responsibilities:

- Customer Service – Assessing Customer Needs, Offer Solution and Information to them.
- Effective Communication with Customer.
- Handling the passenger Complaints.
- Providing customers, the most fantastic and enjoyable traveling experience
- Reporting feedback (survey forms) and daily documentation to the management punctually
- The strong commitment to surpass our passenger's expectations terms of comfort and facilities

**HR/ Admin Executive**
**March 2006 To May 2007**
**Eastern Princess Travel & Tour Co. Ltd, Yangon, Myanmar**

**Eastern Princess**

Key Responsibilities:

- Arranging staff requisition form and arrange vacancy announcement
- Accept application form and arrange interview and confirmation letter
- Managing to negotiate salary, benefit, etc
- Reporting all the Statements and requesting the requirements to Managing Director
- Launching the short-term and long-term goals by discussing with Managing Director and the Heads of Department
- Setting up weekly and monthly staff training plan

- Announcing rewarding programs to the employees of ( the month ) by coordinating with Human resources Manager
- Primarily to achieve operational and cost efficiencies for the group
- Consulting Managing Director for staffing of the company

## ADDITIONAL TRAINING

- British Council OE Suit
- Fundamentals of Human Resources
- Fundamentals of Corporate Management
- Understanding Modern Economics
- Fundamentals of Business Law
- Fundamentals of American Civics
- Fiscal and Monetary Policies
- Maritime Labor Convention 2006 Compliance by Bureau Veritas Marine Division
- Management for the Safe Operation of Ships by Bureau Veritas Marine Division
- Occupational Health, Safety & Environmental Management System (OHSAS 18001:2007 & ISO 14001:2004 Standards) by Bureau Veritas Marine Division
- Energy Efficiency For Ships - MARPOL 1973 by Bureau Veritas Marine Division
- Basic Safety Training –BST (Emirates International Maritime Academy) Accredited by the United Arab Emirates Maritime Administration
- Ship Security Awareness For Other Shipboard Personnel (Dept. Marine Administration, Yangon, Myanmar)
- Oil Chemical & Liquefied Gas Tanker Familiarization (Dept. Marine Administration, Yangon, Myanmar)
- Elementary Food Hygiene (The Royal Environmental Health Institute of Scotland)

## PERSONAL STRENGTHS AND SKILLS

- Strong leadership, decision making, problem solving, analytical, research and organizational skills.
- Team player with effective motivational, interpersonal, communication and facilitation abilities.
- Very strong interpersonal relationship management skills. Ability to develop and maintain excellent rapport with internal and external Stakeholders (especially managing expectations).
- Effective planning skills including ability to prioritize organize and delegate work to meet deadlines.
- Multi-tasking project and operations experience.
- Excellent experience of working in multi-disciplinary and culturally and socially diversified team.
- Flexible with the ability to adapt readily to the demands of the job.

I do hereby declare that all the above information furnished by me are true and correct to the best of my knowledge.

Thuya Aung

The Association of Chartered Certified Accountants
2 Central Quay 89 Hydepark Street Glasgow G3 8BW UK
tel: +44(0)141 582 2000 fax: +44(0)141 582 2222
www.accaglobal.com

ACCA

# EXAMINATION RESULTS AND STATUS REPORT

Name: Theint Lwin Mar Soe    Registration no: 2092450

2092450
Miss Theint Lwin Mar Soe
Management & Accountancy
Training College
No 355, 2nd Floor, Thein Phyu Road
Yangon
Myanmar

3 March 2014

## A Examination results

Session: December 2013

| Paper details | Results Details Mark(%) | Result |
|---|---|---|
| F8 INT Audit and Assurance | 77 | Pass |

Paper designations:
INT = International.

## B Examination status

at 3 March 2014 following the December 2013 session is:

| Paper details | | Status | Session |
|---|---|---|---|
| F1 | Accountant in Business | Exemption | Dec 10 |
| F2 | Management Accounting | CBE Pass (93%) | Jun 10 |
| F3 INT | Financial Accounting | CBE Pass (96%) | Jun 10 |
| F4 ENG | Corporate and Business Law | Pass (81%) | Dec 12 |
| F5 | Performance Management | Pass (84%) | Dec 10 |
| F6 UK | Taxation | Pass (77%) | Dec 10 |
| F7 INT | Financial Reporting | Pass (74%) | Dec 11 |
| F8 INT | Audit and Assurance | Pass (77%) | Dec 13 |
| F9 | Financial Management | Pass (72%) | Jun 12 |

| Paper details | | Status | Session |
|---|---|---|---|
| P1 | Governance, Risk and Ethics | To be attempted | |
| P2 | Corporate Reporting | To be attempted | |
| P3 | Business Analysis | To be attempted | |
| P4 | Advanced Financial Management | To be attempted | * |
| P5 | Advanced Performance Management | To be attempted | * |
| P6 | Advanced Taxation | To be attempted | * |
| P7 | Advanced Audit and Assurance | To be attempted | * |

* Optional 2 from 4
Paper designations:
ENG = English, INT = International, UK = United Kingdom.

## C Ethics & Professionalism modules status

at 3 March 2014 is Professional Ethics module is mandatory
FIP Not Completed

## D Practical experience requirement status

at 3 March 2014 is:

| Essentials | Date | Status |
|---|---|---|
| 1 Ethics, values and judgement | | To be achieved |
| 2 Effective governance | | To be achieved |
| 3 Raise awareness of non-financial risk | | To be achieved |
| 4 Manage self | | To be achieved |
| 5 Communicate effectively | | To be achieved |
| 6 Use info & communication technology | | To be achieved |
| 7 Manage ongoing activities | | To be achieved |
| 8 Improve departmental performance | | To be achieved |
| 9 Manage an assignment | | To be achieved |

| Options | Date | Status |
|---|---|---|
| 10 Financial statements for external purposes | | To be achieved |
| 11 Interpret financial transactions/statements | | To be achieved |
| 12 Prepare financial info for management | | To be achieved |
| 13 Contribute to budget plan & production | | To be achieved |
| 14 Monitor and control budgets | | To be achieved |
| 15 Evaluate investment & finance options | | To be achieved |
| 16 Manage cash | | To be achieved |
| 17 Prepare for & collect evidence for audit | | To be achieved |
| 18 Evaluate and report on audit | | To be achieved |
| 19 Evaluate and compute taxes payable | | To be achieved |
| 20 Assist with tax planning | | To be achieved |

time recorded in a relevant role: 0 months

## E Oxford Brookes status

you are not eligible for the ACCA/Oxford Brookes Degree Partnership

## F Your progress to membership

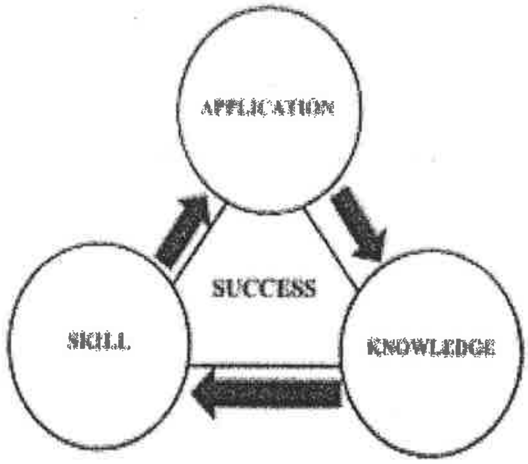
| | |
|---|---|
| Exams: | 9 out of 14 completed |
| Ethics: | Professional Ethics module is mandatory |
| Performance objectives: | 0 out of 20 completed |
| Time in a Relevant Role: | 0 out of 36 months completed |

# CARE & SHARE
# TRAINING CENTER


## U THAN HTIKE LYNN @ XAVIER

B.A (English For Occupational Purposes)

M.A (Teaching of English As A Foreign Language)


Knowledge is not enough.

Skill is not enough.

For Success you must **APPLY.**

**TRAINING FOR APPLICATION IS OUR FOCUS**


**No(30), Taw Win Street, Kyimyindine Township, Yangon, Myanmar.**

**Mobile : 09 50 664 77, Tel: 01 2300188**

**uthanhtikelynn555@gmail.com**

# Course Description

| Generic Title | Course Title | Main components | Rationale |
|---|---|---|---|
| English for Academic purposes (EAP) | English for Academic Writing Level (I) | -sentence skills<br>-Academic vocab<br>-Paragraphing<br>-Academic Essays<br>-Exam-based writing | To lay foundation of basic writing skills for students going for international Management exams |
| | Level(II) | -Basic Academic English<br>-writing Assignment essays<br>-case studies<br>-reports | To develop the academic writing skills in advanced students for practical, exam-based situations. |
| | English for Research papers | -Elements of a research paper<br>-Writing research proposals<br>-writing introduction<br>- Writing literature review<br>-writing body of research<br>-writing conclusion<br>-referencing<br>-plegarism | To train essential research paper writing skills in students doing post graduate diploma and degree (MBA) |
| | English for Academic Speaking | -group discussion<br>-individual presentation<br>-question shooting and defense | To train Academic Spoken English in students doing lecture-based and discussion-based courses. |

| | | | |
|---|---|---|---|
| English for Occupational Purposes (EOP) | Business English (Elementary) | -Business vocab<br>-Business Grammar<br>-writing notes and memo and email<br>-listening and speaking | To lay language foundations for Business situations. |
| | Business English(pre-intermediate) | -Business vocab<br>-Business grammar<br>-Writing (business letter)<br>-listening & speaking<br>-English for meetings | To develop language skills for regular business routines and office work |
| | Business English(Intermediate) | -Advanced business vocab<br>-writing business letters<br>-writing business reports<br>-English for meetings<br>-presentation | To develop language skills for complex business situations |
| | Executive Writing for Managers | -writing business letters<br>-reports<br>-Performance Appraisals<br>-Business proposals | To develop writing skills for practical managerial situations |

# Personal Data of U Than Htike Lynn @ XAVIER

## CV

| | | |
|---|---|---|
| Name | - | U Than Htike Lynn |
| Age | - | 40 |
| Date of Birth | - | 5.5.1978 |
| Religion | - | Buddhist |
| Marital Status | - | Single |
| Address | - | 30, Taw Win street, Hteedan Ward,<br>Kyimyindine Tsp, Yangon. |
| Contact | - | mobile – 095066477<br>Gmail – uthanhtikelynn555@gmail.com<br>Facebook - U Than Htike Lynn |

**Educational Qualification**

| Qualification | Institute | Core Modules | Outstanding Achievements |
|---|---|---|---|
| B.A(English for Occupational Purposes) | Yangon University | *Business English<br>*Phonetics and Phonology<br>*Communication skills<br>*English Language Teaching<br>*Syntactic Theory<br>* Advanced Writing<br>* Business listening and speaking<br>Translation | Roll no1<br>-standing "first" in EOP Major Transferring Admission Test (All Myanmar Universities)<br>-The modules marked with asterisk are passed with distinctions<br>-student president of English major students<br>-Academic paper read in Departmental seminar<br>"The Role of National library in Education" |

| | | | |
|---|---|---|---|
| M.A(TEFL) (Teaching of English as a Foreign Language) | Yangon Institute of Education | -Course/Syllabus Design<br>-Testing/ Assessment<br>-Educational Technology<br>-Material Development<br>-Discourse Analysis<br>-Sociolinguistics<br>-Psycholinguistics<br>-Syntactic Theory<br>-Teaching literature<br>-English for Academic Purposes | -Student President of Post Graduate students of YIOE<br>-Academic Paper read in Departmental Seminar<br>"CALL (Computer Assisted Language Learning)"<br>"Linguistic Approach to Modern Poems." |

**Experience**

| Position | Organization | Core Tasks | Year |
|---|---|---|---|
| Translation Editor | The Market Journal | -Translating Business news | 1996-97 |
| Library staff | Universities Central library(English Book section) | -classification<br>-cataloging<br>-Reference Service | 1999 |
| Freelance English teacher | - | -Home tutoring for 4 skill Development<br>-Private Tutoring for post graduate students to write research papers.<br>-Tutoring English major students from 1st year undergraduate to post graduate students | 1997-2007 |
| Syllabus Designer/Course Designer | Pact Myanmar INGO, UNDP | -Translation<br>-writing course designs<br>-writing text books for Empowerment | 2008-09 |

| | | | |
|---|---|---|---|
| | | Training programs in<br>-Micro Finance Projects<br>-HIV projects<br>- Malaria Projects | |
| Principal cum Founder | Royal Academy Language Centre (Yangon) | -running proficiency courses<br>-EOP courses<br>-EAP courses | 2006-2010 |
| Principal cum Founder | Leader Language and Management School (Mandalay) | -running English Courses (IELTS, TOEFL, GCE, SAT)<br>-EOP courses<br>-ABE Diploma Courses | 2010-13 |
| English Instructor | Uniteam Training Center (Off shore Oil and Gas project) | -Teaching Occupational English for Offshore Oil and Gas project | 2016-17 |
| English Professor | Myanmar Supply Chain College (MSCC) | MBA Foundation program with special focus on<br>-English for Academic Purposes<br>-Study Skills Development | 2017 |

**Community Service**

| | | | |
|---|---|---|---|
| English Professor | Buddhist Studies College | -Teaching Academic English to monks for further studies (MA/PhD courses) | 2014-present |
| Executive Committee Member | Thein Phyu Myanmar Ayurvedic Medical Association | Facilitating Traditional Ayurvedic Medical Education Programs | 2017 |

ပြည်ထောင်စုမြန်မာနိုင်ငံတော်

017807

# ရန်ကုန်မြို့တော်စည်ပင်သာယာရေးကော်မတီ

## မြို့ပြစီမံကိန်းနှင့် မြေစီမံခန့်ခွဲမှုဌာန

# မြေငှားဂရန်စာချုပ်

[illegible]

| | | | |
|---|---|---|---|
| အမည် | ................ | မြို့နယ် | ကမာရွတ် |
| နိုင်ငံသား/အမျိုးသား | ................ | မြေတိုင်းရပ်ကွက် | ၁၇..၈ |
| မှတ်ပုံတင်အမှတ် | ................ | လူနေရပ်ကွက်အမှတ် | ................ |
| မြေငှားစာချုပ်အမှတ် | [illegible] ...၂၂.../၁၁ | မြေကွက်အမှတ် | [illegible]/၁ |
| အမှတ်တွဲအမှတ်/နေ့စွဲ | [illegible] ...၀၄.၈၁- | မြေကွက်လိပ်စာ | ................ |

၁၉၆၄/၁၀




မြေငှား

မူရင်း

နေ့စွဲ ၂၁၁၁ ခုနှစ် ဖေဖော်ဝါရီ ...လ၊ ၂၅ ... ရက်

25 FEB 2011

မြေငှားစာချုပ်အမှတ် ဘဒရ-ဂရန် ... ၂၂/၁၁ ... အမှတ်တွဲအမှတ် ဘဒရ-ဂရန်၁၁၆-၀၆၈-၁၅၆၄/၁၀

ပြည်ထောင်စုမြန်မာနိုင်ငံတော်၊ ရန်ကုန်မြို့တော်စည်ပင်သာယာရေးကော်မတီ မြို့ပြစီမံကိန်းနှင့်မြေစီမံခန့်ခွဲမှုဌာန (နောက်တွင် "အငှားချထားသူ" ဟု ရည်ညွှန်းသည်) "အငှားချထားသူ" ဆိုသည့် စကားရပ်တွင်၊ ရန်ကုန်မြို့တော်စည်ပင်သာယာရေးကော်မတီ မြို့ပြစီမံကိန်းနှင့်မြေစီမံခန့်ခွဲမှုဌာန ကို ဆက်ခံသူများ အဆိုပါဌာနက လွှဲအပ်သူများလည်းပါဝင်သည်)နှင့် ............ ၏ သား/သမီးဖြစ်သော ... ရန်ကုန် ... မြို့နေ ဦး ............ ဦး/ဒေါ် ............ နိုင်ငံသား/အမျိုးသား မှတ်ပုံတင်အမှတ် ............ (နောက်တွင် "အငှားစာချုပ်ရသူ" ဟု ရည်ညွှန်းသည်) တို့ ၁၃ ............ ခုနှစ်၊ ............ လဆန်း/လပြည့်ကျော် ...... ............ ရက်နေ့ ၂၀၁၁ ......... ခုနှစ် ဖေဖော်ဝါရီ လ ...... ၂၅ ...... ရက်နေ့တွင် အောက်ပါအတိုင်း မြေငှားစာချုပ် ချုပ်ဆိုကြသည်။

အငှားစာချုပ်ရသူကနောက်တွင်သတ်မှတ်ထားသည့်မြေငှားခကိုပေးဆောင်ရန်သဘောတူသောကြောင့်လည်းကောင်း၊ နောက်တွင်ပါရှိသော ပဋိညာဉ်ခံချက်များကိုပြုသောကြောင့်လည်းကောင်း၊ အောက်ပါဇယား၌ဖော်ပြထားသော မြေကွက်အားလုံးကို ထိုမြေကွက်နှင့်သက်ဆိုင်သော ပိုင်ဆိုင်ခွင့်များ၊ ဝင်ထွက် သွားလာနိုင်ခွင့်စသော သက်သာခွင့်များနှင့် အခြားအခွင့်အရေးများနှင့်တကွ အငှားချထားသူက အငှားစာချုပ်ရသူအား ဤစာချုပ်ဖြင့် အငှားချထားသည်။ အဆိုပါမြေကွက်အတွင်း မြေပေါ် မြေအောက်ရှိ သတ္တုတွင်းများ၊ ဓါတ်သတ္တုပစ္စည်းများ၊ ကျောက်မျက်ရတနာများ၊ မြေမြှုပ်ဘဏ္ဍာများ၊ ကျောက်မီးသွေး၊ ရေနံနှင့်ကျောက်ဆိုင်း စသည်တို့သည် ဤစာချုပ်ဖြင့် အငှားချထားခြင်း၌ မပါဝင်ချေ။ ထိုသို့ ရှာဖွေတူးဖော်သယ်ဆောင်ရာ၌ အဆိုပါမြေကွက်၏မြေမျက်နှာပြင်ကိုနှောက်ယှက်ပျက်စီးစေခဲ့လျှင် အငှားစာချုပ်ရသူအားသင့်လျော်သော လျော်ကြေးကို အငှားချထားသူက ပေးရမည်။ ထိုလျော်ကြေးနှင့်စပ်လျဉ်း၍ အငြင်းဖြစ်ပွားခဲ့သော် လျော်ကြေးကို ရန်ကုန်မြို့တော်စည်ပင်သာယာရေး တည်ဆဲမြေသိမ်းအက်ဥပဒေ သို့တည်းမဟုတ် စည်းမျဉ်းဥပဒေများ၏ ပြဋ္ဌာန်းချက်နှင့်အညီ ရန်ကုန်မြို့တော်စည်ပင်သာယာရေး ကော်မတီ၊ မြို့ပြစီမံကိန်းနှင့်မြေစီမံခန့်ခွဲမှုဌာန၊ ဌာနမှူးက ဆုံးဖြတ်ရမည်။

ထို့ကြောင့် ဤစာချုပ် ချုပ်ဆိုသည့် ၂၅-၂-၂၀၁၁ ......... နေ့မှစ၍ နှစ်ပေါင်း ......... ၆၀ ......... ကာလ အပိုင်းအခြားအတွက် လက်ရှိထားနိုင်ရန် အငှားစာချုပ်ရသူအား အဆိုပါစာချုပ်ကို အငှားချထားသည်။

နှစ်ပေါင်း(၆၀) မြေငှားစာချုပ် ကာလအပိုင်းအခြားတွင် ၂၀၁၆ ......... ခုနှစ်၊ ဖေဖော်ဝါရီ ...လ ၂၄ ...... ရက်နေ့၌ ကုန်ဆုံးသည့် ပထမ(၅)နှစ်အတွင်းတွင် သုံးလပတ်အတွက် မြေငှားရမ်းခငွေ ကျပ် ... ၂၄၀/- ............ ပြား ............ (ကျပ် ... နှစ်ရာလေးဆယ်မျှ ......... ) ပြားတိတိကို ဇန်နဝါရီလ၊ ဧပြီလ၊ ဇူလိုင်လ နှင့် အောက်တိုဘာလများ၏ လဆန်း(၁)ရက်နေ့များတွင် ကြိုတင်ပေးဆောင်ရမည်။ အဆိုပါ နှစ်ပေါင်း(၆၀)ကာလ အပိုင်းအခြား၏ ဒုတိယ၊ တတိယ နှင့် စတုတ္ထ (၅)နှစ်စီ အတွက် အပိုဒ်(၃)တွင် ပြဋ္ဌာန်းထားသည့် နည်းလမ်းအတိုင်း အငှားချထားသူ အား သတ်မှတ်သည့် မြေငှားခများကို အငှားစာချုပ်ရသူက ပေးဆောင်ရမည်။

၁။ အငှားစာချုပ်ရသူသည် အငှားချထားသူအား အောက်ပါအတိုင်း ပဋိညာဉ်ခံချက်ပြုသည် -

(က) အထက်၌ ဖော်ပြထားသော အခွန်အခများကို ပေးဆောင်ရန် သတ်မှတ်သည့်နေ့ရက်တွင် သတ်မှတ်သည့်နည်းလမ်းအတိုင်း မြေငှားခ နှင့် အဆိုပါမြေကွက်ပေါ်၌လည်းကောင်း၊ ထိုမြေကွက်ပေါ်တွင်ဆောက်လုပ်ထားသော အဆောက်အအုံပေါ်၌လည်းကောင်း၊ အငှားစာချုပ်ရသူအပေါ်၌လည်းကောင်း၊ အဆိုပါ နှစ်ပေါင်း(၆၀)ကာလအပိုင်းအခြားအတွင်း စည်းကြပ်သော၊ စည်းကြပ်လတ္တံ့ ဖြစ်သော အခွန်အတုပ်အားလုံးကို ပေးဆောင်ရမည်။

(ခ) ဤစာချုပ် ချုပ်ဆိုသည့်နေ့မှ (၆)လအတွင်း စတင်ဆောက်လုပ်၍ အဆိုပါမြေကွက်ပေါ်တွင် ကောင်းမွန်ခိုင်ခံ့သော လူနေအိမ်ကို ရန်ကုန်မြို့တော်စည်ပင်သာယာရေးကော်မတီ၊ အင်ဂျင်နီယာဌာန(အဆောက်အအုံ)မှ သတ်မှတ်ခွင့်ပြုသည့် ပုံစံအတိုင်းစည်ပင်သာယာတရားဥပဒေနှင့်အညီ ပြီးစီးအောင်ဆောက်လုပ်ရန်နှင့် ထိုလူနေအိမ် စသည်တို့ကို အဆိုပါ နှစ်ပေါင်း(၆၀)ကာလ အပိုင်းအခြားအတွင်း ပြုပြင်မွမ်းမံထားရှိရန်။

(ဂ) အဆိုပါမြေကွက် တည်ရှိသော ရပ်ကွက်၌ သက်ဆိုင်ရာဒေသန္တရအာဏာပိုင်များက မိလ္လာပိုက်များနှင့် ရေပိုက်များ ချထားလျှင် ဒေသန္တရအာဏာပိုင်နှင့် သက်ဆိုင်သည့် တရားဥပဒေနှင့်အညီ အဆိုပါမြေကွက်ပေါ် ဆောက်လုပ်ထားသော အဆောက်အအုံများကို ထို မိလ္လာပိုက်၊ ရေပိုက်များနှင့် ဆက်သွယ်ရန်။

(ဃ) အဆိုပါ မြေကွက်ပေါ်၌ အဆောက်အအုံများတည်ဆောက်ရာတွင် ဒေသန္တရအာဏာပိုင် (သို့မဟုတ်) ရန်ကုန်မြို့တော်စည်ပင်သာယာရေးကော်မတီ၊ အင်ဂျင်နီယာဌာန(အဆောက်အအုံ)၏ ကြိုတင်ခွင့်ပြုချက် ရယူရန်။

(င) အငှားချထားသူ၏ စာဖြင့်သဘောတူညီချက်ကိုကြိုတင်မရရှိဘဲ နှစ်ပေါင်းခြောက်ဆယ်ကာလအပိုင်းအခြားအတွင်း အဆိုပါမြေကွက်ကို လူနေအိမ်ဆောက်လုပ်ရန်အတွက်မှတပါး အခြားကိစ္စအတွက် အသုံးမပြုရန်နှင့် အဆိုပါမြေကွက်ပေါ်တွင်ဆောက်လုပ်သည့် လူနေအိမ်ကို၊ လူနေအိမ်အဖြစ်မှတပါး အခြားနည်းအသုံးမပြုရန်။

(စ) အငှားချထားသူ၏ စာဖြင့်ကြိုတင်သဘောတူညီချက် မရရှိပဲ စာချုပ်ပါမြေကို ခွဲခြမ်းခြင်းမပြုရသည့်အပြင် ယင်းမြေ၏ ကစ်ဖိတ်တစ်ဒေသကိုလည်း လွှဲပြောင်းခြင်း၊ တစ်ဆင့်ငှားရမ်းခြင်း၊ လက်လွှတ်ခြင်းများ မပြုလုပ်ရ။

(ဆ) ဤစာချုပ်နှင့်စပ်လျဉ်း၍ မည်သည့်ကိစ္စအတွက်မဆို၊ အဆိုပါမြေကွက်သို့ဖြစ်စေ၊ အဆိုပါမြေကွက်ပေါ်တွင် ဆောက်လုပ်ထားသောအဆောက်အအုံသို့ဖြစ်စေ၊ နှစ်ပေါင်း(၆၀)ကာလအပိုင်းအခြားတွင် ပြည်ထောင်စုမြန်မာနိုင်ငံတော် အစိုးရ၊ ရန်ကုန်မြို့တော်စည်ပင်သာယာရေးကော်မတီ၊ မြို့ပြစီမံကိန်းနှင့်မြေစီမံခန့်ခွဲမှုဌာန၊ ဌာနမှူး၏ အမိန့်အရ ဆောင်ရွက်သူများအား နေ့ပိုင်း သင့်လျော်သည့်အချိန်များတွင် ဝင်ရောက်ခွင့်ပြုရန်။

(ဇ) ဤစာချုပ်အရ အငှားချထားသည့် နှစ်ပေါင်း(၆၀)အပိုင်းအခြား ကုန်ဆုံးသောအခါ အဆိုပါမြေကွက် တည်ရှိသည့် အဆောက်အအုံနှင့် ယင်းအဆောက်အအုံတွင် ပါဝင်တည်ဆောက်ထားသောပစ္စည်းများ မပါဝင်စေပဲ အဆိုပါ မြေကွက်ကို အငှားချထားသူအား အေးအေးစွာပြန်လည်ပေးအပ်ရန်၊ သို့ရာတွင် အငှားချထားသူက အပိုဒ်(၂)အရ အဆိုပါ မြေကွက်ကို ပြန်လည်သိမ်းယူပြီး စာချုပ်ကိုရုပ်စဲလျှင် အဆိုပါမြေကွက်နှင့် ထိုမြေကွက်ပေါ်တွင် တည်ရှိသည့် အဆောက်အအုံ နှင့် ယင်း၏အဆောက်အအုံတွင် ပါဝင်တည်ဆောက်ထားသော ပစ္စည်းများကို အငှားစာချုပ်ရသူက အငှားချထားသူအား အေးအေးစွာပေးအပ်ရန်။

**မူရင်း**

# အပိုပဋိညာဉ်ချက်များ

ဖော်ပြပါ မြေငှားခန္နီးသည် ယာယီမျှသာဖြစ်၍ ၂၀.၁.၁...ခုနှစ် အတွင်းတွင်ဖြစ်စေ၊ ထိုနောက်အချိန်ကာလတွင် ဖြစ်စေ၊ ပြန်လည်ပြင်ဆင်သင့်က ပြင်ဆင်စည်းကြပ်ရန်ဖြစ်သည်။

၂။ အဆိုပါ မြေငှားခကိုကောင်းဆိုသည်ဖြစ်စေ၊ မတောင်းဆိုသည်ဖြစ်စေ၊ ကြိုတင်ပေးဆောင်ရမည့် သုံးလပတ်အတွက် မြေငှားခကို (သို့တည်းမဟုတ် ၎င်း၏ အစိတ်အပိုင်းကို ထိုသုံးလပတ်၏ ဒုတိယလဦးပိုင်းတွင် မပေးဆောင်သဖြင့် မြေငှားခ မပြေကျန်ရှိနေလျှင်၊ သို့တည်းမဟုတ် အငှားစာချုပ်ရသူသည် အထက်တွင်ဖော်ပြပါရှိသည့် ပဋိညာဉ်ချက်များ အတိုင်း လိုက်နာဆောင်ရွက်ရန် ပျက်ကွက်လျှင်၊ ရန်ကုန်မြို့တော်စည်ပင်သာယာရေးကော်မတီ၊ မြို့ပြစီမံကိန်းနှင့်မြေစီမံခန့်ခွဲမှု ဌာန၊ ဌာနမှူးသည် အဆိုပါမြေငှားခကို ရယူရန် ချက်ချင်းအမှုဖွင့်နိုင်သည်၊ ထို့ပြင် သို့တည်းမဟုတ် ယခင်ကပဋိညာဉ် ခံချက် ပျက်ကွက်ခြင်းအတွက် အရေးယူပိုင်ခွင့်ကိုဖြစ်စေ၊ အဆိုပါမြေကွက် ပြန်လည်သိမ်းယူနိုင်ခွင့်ကိုဖြစ်စေ၊ စွန့်လွှတ်ခဲ့ စေကာမူ ဤစာချုပ်ကို ပယ်ဖျက်၍ အဆိုပါမြေကွက်နှင့် ထိုမြေကွက်ပေါ်တွင် တည်ရှိသော အဆောက်အအုံများကို အဆောက်အအုံများနှင့် အမြဲတွယ်ကပ်ထားသော ပစ္စည်းများကို သိမ်းယူနိုင်သည်။

၃။ အငှားချထားသူသည် အငှားစာချုပ်ရသူအား အောက်ပါအတိုင်း ပဋိညာဉ်ခံချက်ပြုလုပ်သည်။

(က) အပိုဒ်(၂)အရ ဤစာချုပ်ကိုပယ်ဖျက်ကြောင်း နို့တစ်စာကို အငှားချထားသူက မိမိသင့်လျော်သည်ဟုထင် မြင်သည့် နည်းလမ်းအတိုင်း အငှားဂရန်ရသူ၏ နောက်ဆုံးသိရှိရသော လိပ်စာတပ်ပြီး မှတ်ပုံတင်ပြုလုပ်၍ စာပို့တိုက်မှ ပေးပို့နိုင်သည်၊ သို့တည်းမဟုတ် ဆိုခဲ့သည့်အတိုင်း လိပ်စာတပ်၍ နို့တစ်စာကို အဆိုပါမြေကွက်အဆောက်အအုံစသည့် ပစ္စည်းများ၏ ထင်ရှား၍ လူအများမြင်သာသောနေရာတွင် ကပ်ထားနိုင်သည်၊ အဆိုပါ နို့တစ်စာကို ပြဆိုသည့်နည်းလမ်း အတိုင်းပေးပို့ခြင်း၊ ကပ်ထားခြင်း ပြုလုပ်ပြီးနောက် ရက်ပေါင်း(၆၀)အတွင်း အငှားစာချုပ်ရသူက အဆိုပါဌာနမှူးအား မပြေကျန်ရှိနေသေးသော မြေငှားခကို ဤစာချုပ်ပယ်ဖျက်ခြင်း သို့တည်းမဟုတ် အဆိုပါမြေကွက် ပြန်လည်သိမ်းယူခြင်း၊ သို့တည်းမဟုတ် အဆိုပါမြေကွက်ကို ပြန်လည်အငှားချထားခြင်းနှင့် စပ်လျဉ်း၍ အငှားချထားသူက ကုန်ကျသောစရိတ် အားလုံးနှင့်တကွ အဆိုပါဌာနမှူးသို့ ပေးဆောင်လျှင်သော်လည်းကောင်း၊ အခြားပဋိညာဉ်ခံချက်တစ်ခုခုနှင့် စပ်လျဉ်း၍ ပျက်ကွက်သည့်အတွက်နစ်နာမှုကိုပပျောက်စေရန် အဆိုပါဌာနမှူးကျေနပ်လောက်အောင် ဆောင်ရွက်လျှင်သော်လည်းကောင်း၊ အငှားချထားသူက ဤစာချုပ်ပါ ပဋိညာဉ်ခံချက်များအတိုင်း နှစ်ပေါင်းခြောက်ဆယ်ကျော်ကာလအပိုင်းအခြား၏ ကျန်ရှိသေး သောကာလအဖို့ အဆိုပါမြေကွက်နှင့် ပြန်လည်သိမ်းယူသည့်အချိန်တွင် ထိုမြေကွက်ပေါ်၌ တည်ရှိနေသောအဆောက်အအုံ ထိုအဆောက်အအုံနှင့် အမြဲတွယ်ကပ်ထားသောပစ္စည်းများကို လက်ရှိထားနိုင်စေခြင်းငှာ အငှားစာချုပ်ရသူအား ပြန်လည် ပေးအပ်ရန်၊ သို့ရာတွင် မီးကြောင့်သော်လည်းကောင်း၊ အခြားအကြောင်းတစ်ခုခုကြောင့်သော်လည်းကောင်း ပျက်စီးရသည့် အဆောက်အအုံ သို့တည်းမဟုတ် ထိုအဆောက်အအုံနှင့် အမြဲတွယ်ကပ်ထားသောပစ္စည်းများကို ပြန်လည်ပေးအပ်ရန် အငှားချထားသူ၌ တာဝန်မရှိသည့်အပြင် ယင်းသို့ပြန်လည်သိမ်းယူသည့်အခါ ပြည်ထောင်စုမြန်မာနိုင်ငံတော်အစိုးရ၊ ရန်ကုန်မြို့တော်စည်ပင်သာယာရေးကော်မတီ၊ မြို့ပြစီမံကိန်းနှင့်မြေစီမံခန့်ခွဲမှုဌာန၏ အမှုထမ်းများ သို့တည်းမဟုတ် ကိုယ်စား လှယ်များ၏ ဖျက်လိုဖျက်ဆီးပြုလုပ်မှုကြောင့် ဆုံးရှုံးပျက်စီးခြင်းအတွက်မှတစ်ပါး အဆိုပါမြေကွက်ပေါ်တွင်ဖြစ်စေ၊ အထဲတွင် ဖြစ်စေ၊ တည်ရှိနေသောအဆောက်အအုံနှင့်အခြားပစ္စည်းများ၏တန်ဘိုး ယုတ်လျော့ခြင်း၊ ပြုပြင်မှုကင်းမဲ့ခြင်း၊ သို့တည်းမဟုတ် ပျက်စီးယိုယွင်းခြင်းအတွက် ပြည်ထောင်စုမြန်မာနိုင်ငံတော်အစိုးရ၊ ရန်ကုန်မြို့တော်စည်ပင်သာယာရေးကော်မတီ၊ မြို့ပြစီမံကိန်း နှင့်မြေစီမံခန့်ခွဲမှုဌာန၌ တာဝန်မရှိစေရန်။

(ခ) အဆိုပါ [illegible] ကို [illegible] မဟုတ်သွင်းသော [illegible] [illegible] အချုပ်ရသူက နှစ်ပေါင်း(၆၀)
ကာလအပိုင်းအခြား [illegible] ယမ် အဆိုပါမြေငှားခကို ပြေလည်အောင် [illegible] ဤစာချုပ်ပါ မိမိပြုလုပ်သည့်
ပဋိညာဉ်ခံချက်များအတိုင်း လိုက်နာဆောင်ရွက်လျှင်သော် [illegible] ကောင်း [illegible] ရသည် အဆိုပါမြေကွက်ကို
ဝ သိဆောက်တွယ်ကာထားသော အဆောက်အအုံများကို အဆောက်အအုံများနှင့် [illegible] ကပ်ထားသောပစ္စည်းများ
အဆိုပါ ကာလအပိုင်းအခြားမကုန်မီ ကြောက်လအတွင်း ပျက်သိမ်းသယ်ယူ ခံနိုင်သည် [illegible] သို့ရာတွင် ထိုသို့သယ်ယူခြင်း
ကြောင့် အဆိုပါမြေကွက် ပျက်စီးယိုယွင်းခဲ့လျှင် ထိုမြေကွက်ကို မူလအခြေအနေအတိုင်းဖြစ်အောင် ပြုပြင်ပေးရန်။

(ဂ) ( ၂၀၂၆ ) ခုနှစ်၊ ဖေဖော်ဝါရီ လ ၂၄ ရက်နေ့မှစ၍ ပထမတစ်ဆယ့်ငါးနှစ် ကုန်ဆုံးသောအခါ ဒုတိယ တစ်ဆယ့်ငါးနှစ် အတွက် ရန်ကုန်စည်ပင်သာယာရေး၊ မြေနည်းဥပဒေ(၂၄)အရ စည်းကြပ်သော သုံးလပတ် မြေငှားခကိုလည်းကောင်း၊ ဒုတိယ တစ်ဆယ့်ငါးနှစ် ကုန်ဆုံးသောအခါ တတိယ တစ်ဆယ့်ငါးနှစ်အတွက် အဆိုပါ နည်းဥပဒေ(၂၄)အရစည်းကြပ်သော သုံးလပတ်မြေငှားခကိုလည်းကောင်း၊ တတိယ တစ်ဆယ့်ငါးနှစ် ကုန်ဆုံးသောအခါ စတုတ္ထ တစ်ဆယ့်ငါးနှစ်အတွက် အဆိုပါ နည်းဥပဒေ(၂၄)အရ စည်းကြပ်သော သုံးလပတ်မြေငှားခကိုလည်းကောင်း၊ အငှားစာချုပ်ရသူက အငှားချထားသူအား ပေးဆောင်ရန် အကယ်၍ အထက်ပါနည်းဥပဒေအတိုင်း မြေငှားခကို ပြန်လည်စည်းကြပ်ခြင်းမပြုလျှင် အငှားစာချုပ်ရသူသည် ဤအပိုဒ်ခွဲတွင် ဖြန့်ကြားထားသည့် နည်းဥပဒေအတိုင်း မြေငှားခကို ပြောင်းလဲခြင်းမပြုမီ သတ်မှတ်ထားသည့် စည်းကြပ်ဆဲ သုံးလပတ်မြေငှားခကို ဆက်လက်ပေးဆောင်ရန်။

(ဃ) ဤစာချုပ်ပါ ဖော်ပြထားချက်များတွင် ဆန့်ကျင်လျက် မည်သို့ပင်ပါရှိစေကာမူ ဤစာချုပ်ချုပ်ဆိုသည့်နေ့မှစ၍ ပထမ နှစ်ပေါင်းသုံးဆယ်အတွင်း သတ်မှတ်ထားသော သို့တည်းမဟုတ် ပြန်လည်စည်းကြပ်သော မြေငှားခကိုပြေလည်အောင် ပေးဆောင်ခဲ့သောကြောင့်လည်းကောင်း၊ ပြုလုပ်ထားသော ပဋိညာဉ်ခံချက်များကို မပျက်မကွက်လိုက်နာဆောင်ရွက်ခဲ့သောကြောင့်လည်းကောင်း၊ သတ်မှတ်ထားသော သို့တည်းမဟုတ် ပြန်လည်စည်းကြပ်သော သုံးလပတ်မြေငှားခဖြင့် နောက်ထပ် နှစ်ပေါင်းသုံးဆယ်အတွက် ဆက်လက်၍ အဆိုပါမြေကွက်ကို ငှားရမ်းမြေငှားစာချုပ်အသစ် ချုပ်ဆိုရန်သဘောတူကြောင်း၊ အဆိုပါ ပထမ နှစ်ပေါင်းသုံးဆယ် မပြည့်မီ ခြောက်လကြိုတင်၍ အငှားရသူက အငှားချထားသူအား အကြောင်းကြားစာဖြင့် အကြောင်းကြားရမည်၊ အကြောင်းကြားစာနှင့်အတူ ပထမ မြေငှားစာချုပ်ကို ပေးအပ်လျှင် ထိုအကြောင်းကြားစာ ရရှိသည့်နေ့မှစ၍ ခြောက်လအတွင်း နှစ်ပေါင်းသုံးဆယ်အတွက် ပထမမြေငှားစာချုပ်ပါ ပဋိညာဉ်ခံချက်များနှင့် ဖြစ်နိုင်သမျှ တူညီသည့် ပဋိညာဉ်ခံချက်များ ပါရှိသည့် မြေငှားစာချုပ်အသစ်ကို အငှားစာချုပ်ရသူ၏ စရိတ်ဖြင့် အငှားချထားသူက ထုတ်ပေးရန် အကယ်၍ မြေငှားခကို သတ်မှတ်ခြင်း မရှိသေးလျှင် ပထမမြေငှားစာချုပ်အရ နောက်ဆုံးပေးဆောင်ခဲ့ရသော သုံးလပတ် မြေငှားခကို အငှားစာချုပ်ရသူက ပေးဆောင်ရန်။

ဤစာချုပ်ပါ စကားရပ်များကို သိရှိနားလည်ကြပြီးဖြစ်သဖြင့် ပြည်ထောင်စုမြန်မာနိုင်ငံတော်အစိုးရ၊ ရန်ကုန်မြို့တော်စည်ပင်သာယာရေးကော်မတီ၊ မြို့ပြစီမံကိန်းနှင့်မြေစီမံခန့်ခွဲမှုဌာန ဌာနမှူးနှင့် ဒုတိယဌာနမှူးတို့ရှေ့တွင် ရန်ကုန်မြို့တော်စည်ပင်သာယာရေးကော်မတီ၏ ဤစာချုပ်ကို အထက်၌ ကျီကော်မတီတံဆိပ်ကို ခပ်နှိပ်၍ အဆိုပါ ဌာနမှူးနှင့် အဆိုပါ ..............................သည် ဤစာချုပ်ကို အထက်၌ ဖော်ပြခဲ့သည့်နေ့ရက်တွင် လက်မှတ်ရေးထိုးကြပါသည်။ [illegible]

[illegible]

ပုံစံ - ၁ -

ရန်ကုန်မြို့တော်စည်ပင်သာယာရေးကော်မတီ

မြို့ပြစီမံကိန်းနှင့် မြေစီမံခန့်ခွဲမှုဌာန

တံဆိပ်

တံဆိပ်ကို မြို့ပြစီမံကိန်းနှင့်မြေစီမံခန့်ခွဲမှု
ဌာနမှူးနှင့်ဒုတိယဌာနမှူးတို့ရှေ့မှောက်၌
ခပ်နှိပ်၍အထိုပါဌာနမှူးနှင့်ဒုတိယဌာနမှူး
တို့ လက်မှတ်ရေးထိုးသည်။

ဌာနမှူး

**အသိသက်သေ**

ဒုတိယဌာနမှူး

လက်ထောက်ဌာနမှူး
(မြို့ပြစီမံကိန်းနှင့်မြေစီမံခန့်ခွဲမှုဌာန)

မြို့ပြစီမံကိန်းနှင့်မြေစီမံခန့်ခွဲမှုဌာန

အငှားစာချုပ်ရသူ ........................ က လက်မှတ်ရေးထိုးသည်။

**အသိသက်သေ**
၁။ ........................ ၁၂/လမတ(နိုင်)၀၀၀၀၆၃ အထက်တွင် ရည်ညွှန်းထားသည့်မြေယား

ရပ်ကွက်အုပ်ချုပ်ရေးမှူး
ရပ်ကွက်အုပ်ချုပ်ရေးမှူး ကော်လီဂျီတက်

၂။ ........................
ခွင့်ပြုပြီး မြေပုံဖြစ်သော လူနေရပ်ကွက်အမှတ် ........................

မြေတိုင်းရပ်ကွက်အမှတ် ........................

ကြီးကြပ်ရေးမှူး
မြို့ပြစီမံကိန်းနှင့်
မြေစီမံခန့်ခွဲမှုဌာန

ရန်ကုန်မြို့ ........................ မြို့နယ်

အတွင်းရှိ ........................ တိုင်းတာ၊ မြေကွက်အမှတ် ........................ ဖြစ်သည် ပူးတွဲပါ
မြေပုံ၌ ပုံဖော်ပြထားသော အလျား ........................ ပေ၊ အနံ ........................ ပေရှိသော အလားအလာ

အရှေ့လားသော် ........................
အနောက်လားသော် ........................
တောင်လားသော် ........................
မြောက်လားသော် ........................

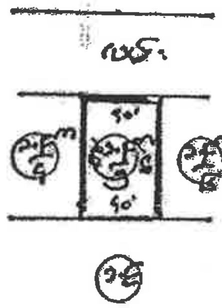
အတွင်းရှိ မြေအားလုံး ဧရိယာ ........................ ဧက (စတုရန်းပေ ........................)

မူရင်း

ပြည်ထောင်စုမြန်မာနိုင်ငံတော်

ရန်ကုန်မြို့တော်စည်ပင်သာယာရေးကော်မတီ

ရန်ကုန်မြို့တော်



| |
|---|
| ၂၀၁၀/၂၀၁၁ ခုနှစ်သုံး မြေပုံမှ ရေးကူးပေးသည့် မှန်ကန်ကြောင်းသက်သေခံသည့် မြေငှားဂရန်မြေပုံ |
| အမည်ပေါက် |
| မြေတိုင်းရပ်ကွက်အမှတ် |
| လူနေရပ်ကွက်အမှတ် |
| မြေကွက်အမှတ် |
| မြေအမျိုးအစား |
| အလျား ...၄၀'... X အနံ ...၆၀'... ဧရိယာ ၀.၀၅၅ ဧက |
| မြို့နယ် |
| စကေး |
| ထုတ်ပေးသည့်အမှုတွဲအမှတ် |
| |
| |
| |

၂၀၁၇/...၁၈...ခုနှစ်သုံး မြေပုံ/မြို့မြေစာရင်းမှ ရေးကူးသော ကောက်နုတ်ချက် မိတ္တူ မြေပုံ/ မြေရာဇဝင်ဖြစ်၍ တိကျမှန်ကန်ကြောင်း ထောက်ခံပါသည်။
(မြို့ပြစီမံကိန်းနှင့်မြေစီမံခန့်ခွဲမှုဌာန)

# အမည်ပေါက်လွှဲပြောင်းခြင်းမှတ်တမ်း

ဦးရှင်း      01461(

မြို့နယ် . ကမာရွတ်

မြေတိုင်းရပ်ကွက်အမှတ် - ၃၇ - ဖ

မြေကွက်အမှတ် . ၁၁၁၁၀ (က) / ၅

နေရာ . ၀.၀၅၅ ဧက

မြေအမျိုးအစား . နှစ် (၆၀) မြေငှားဂရန်

| အမှုတွဲအမှတ် နေ့စွဲနှင့် ခွင့်ပြုရက်စွဲ | ဂရန်အမည်ပေါက် နှင့် နိုင်ငံသားအမှတ် | လွှဲပြောင်းသည့် စာချုပ်အမှတ်နှင့်ရက်စွဲ (သို့) တရားရုံးဒီကရီနှင့်ရက်စွဲ | လွှဲပြောင်းခံရသူ (သို့) တရားရုံးဒီကရီရရှိသူ၏ အမည်နှင့် နိုင်ငံသားအမှတ် |
|---|---|---|---|
| ၁ | ၂ | ၃ | ၄ |
| ၁/ပြောင်း - ၃၉၃၁/၂၀၁၂<br>၂၈.၁၂.၂၀၁၂<br><br>၃၉၉ မြေ<br>၂၃.၂.၂၀၁၃ | ဒွေတောင်ဖွံ့ဖြိုးတိုး တက်မှု ကုမ္ပဏီလီမိတက် | နှစ်ဦးသဘောတူအငှား နှစ် ၆ မြေ အငှားကာလ စာချုပ်<br>၇၂၁၇<br>၁၈.၁၂.၂၀၁၂ | ဒေါ်ခင်မျိုးသက်<br>၁၂/လကန(နိုင်)<br>၁၂၀၃၅၀ |

ဦး/ဘ/ဂု<br>ဌာနခွဲမှူး<br>မြို့ပြစီမံကိန်းနှင့်မြေစီမံခန့်ခွဲမှုဌာန

ပြည်ထောင်စုမြန်မာနိုင်ငံတော်
UNION OF MYANMAR

အခွန်တံဆိပ်ခေါင်း
REVENUE STAMP

၁၀ ကျပ် ငွေတစ်ဆယ်ကျပ် K 10

# မြေနှင့်အဆောက်အဦအရောင်းအဝယ်စရံငွေပေးချေခြင်းကတိစာချုပ်

၂၀၁၁-ခုနှစ်၊ အောက်တိုဘာလ၊ ( ၆ )ရက်နေ့တွင် အောက်အမည်ပါသူတို့သည် ရန်ကုန်မြို့၌ ဤမြေနှင့် အဆောက်အဦအရောင်းအဝယ်စရံငွေပေးချေခြင်းကတိစာချုပ်ကို ပြုလုပ်ချုပ်ဆိုကြပါသည်။

ရောင်းချသူ( စရံငွေလက်ခံသူ ) - **SHWE TAUNG DEVELOPMENT CO., LTD.**
( ကိုယ်စား ) ဦးဝင်းမြင့်၊ ဒါရိုက်တာ
၁၂/တမန (နိုင်) ၀၇၀၃၀၆
အလုံတာဝါ၊ ကမ်းနားတောင်၊ ကမ်းနားလမ်း၊
အလုံမြို့နယ်၊ ရန်ကုန်မြို့။

ဝယ်ယူသူ( စရံငွေပေးချေသူ ) - **ဒေါ်ခင်မျိုးသက်**
၁၂/လကန (နိုင်) ၁၂၀၄၅၀
အမှတ်-( ၆ )၊ ၂-လမ်း၊ မြေယံ့တင်းသာယာအိမ်ရာ၊
ကြီးပွားရေးရပ်ကွက်၊ သင်္ဃန်းကျွန်းမြို့နယ်၊ ရန်ကုန်မြို့။

( အထက်အမည်ပါ ရောင်းချသူ " စရံငွေလက်ခံသူ " နှင့် ဝယ်ယူသူ " စရံငွေပေးသူ "ဟုအိုရာ၌ အဆိုပါ ရောင်းချသူ/ဝယ်ယူသူနှင့်တကွ၊ ၎င်းတို့၏ အမွေစားအမွေခံများ တရားဝင်ကိုယ်စားလှယ်များနှင့် လွှဲပြောင်းခြင်းခံရသူများ ပါဝင်သည်ဟု မှတ်ယူရပါမည်။ )

၁။ ရောင်းချသည့်မြေမှာ ရန်ကုန်တိုင်း၊ ကမာရွတ်မြို့နယ်၊ ပြည်လမ်း၊ မြေတိုင်းရပ်ကွက်အမှတ်-(၃၇-G) တွင် တည်ရှိသော **Junction Square Complex Project** အတွင်း တည်ရှိသောမြေဖြစ်ပါသည်။

၂။ မိမိတရားဝင်ပိုင်ဆိုင်သော အောက်ဘွင်အသေးစိတ်အတိအကျဖော်ပြထားသော မြေနှင့်အကျိုးခံစားခွင့်အရပ်ရပ်တို့မှ မြေကွက်အမှတ်( ၄ )၊ စတုရန်းပေ( ၂၄၀၀ )ခန့်ရှိသော မြေကွက်အတွက် တန်ဖိုးငွေကျပ်-၄၈၀,၀၀၀,၀၀၀/- ( ကျပ်သိန်းလေးထောင့်ရှစ်ရာတိတိ )နှင့် ( ၅-ထပ် )အဆောက်အဦအတွက် တန်ဖိုးငွေကျပ်-၂၂၀,၀၀၀,၀၀၀/-( ကျပ်သိန်းနှစ်ထောင့်နှစ်ရာတိတိ )ဖြင့် စုစုပေါင်းမြေနှင့်အဆောက်အဦတန်ဖိုးငွေကျပ်-၇၀၀,၀၀၀,၀၀၀/-( ကျပ်သိန်းခုနစ်ထောင်တိတိ )ဖြင့် ရောင်းချရန် ဝယ်ယူသူသို့ ကမ်းလှမ်းရာ ဝယ်ယူသူမှလည်း ယင်းတန်ဖိုးငွေဖြင့် ဝယ်ယူရန် သဘောတူလက်ခံ၍ ဤမြေနှင့်အဆောက်အဦအရောင်းအဝယ် စရံငွေပေးချေခြင်းကတိစာချုပ်ကို ပြုလုပ်ချုပ်ဆိုခြင်းဖြစ်ပါသည်။

၂/-သို့

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၃။ ဝယ်ယူသူမှ ရောင်းချသူသို့ ရောင်းချသည့် တန်ဖိုးငွေကျပ်-၇၀၀,၀၀၀,၀၀၀/-( ကျပ်သိန်းခုနစ်ထောင်တိတိ )အနက်မှ ဤစာချုပ်ချုပ်ဆိုသည့်နေ့တွင် စရံငွေအဖြစ်ငွေကျပ်-၁၀၀,၀၀၀,၀၀၀/-(ကျပ်သိန်းတစ်ထောင်တိတိ) ကို ပေးချေရာ ရောင်းချသူမှလည်း ဝယ်ယူသူပေးချေသော စရံငွေကျပ်-၁၀၀,၀၀၀,၀၀၀/-( ကျပ်သိန်းတစ်ထောင်တိတိ ) ကို လက်ခံရရှိကြောင်း ဝန်ခံကတိပြုပါသည်။

၄။ ဝယ်ယူသူမှ ကျန်ငွေကျပ် - ၆၀၀,၀၀၀,၀၀၀/-( ကျပ်သိန်းခြောက်ထောင်တိတိ )ကို အောက်ပါ အရစ်အတိုင်း ငွေသားဖြင့် အပြေအကြေပေးသွင်းပါမည်ဟု ဝန်ခံကတိပြုပါသည်။ ငွေပေးချေခြင်း/ငွေလက်ခံရရှိခြင်းကို အောက်ပါ ဇယား( ၁ )နှင့် ဇယား( ၂ )တွင် လက်မှတ်ရေးထိုးခြင်းဖြင့် အတည်ဖြစ်စေပါမည်။

**မြေကွက်ဖိုးအရစ်ကျငွေပေးချေခြင်း**

**ဇယား-( ၁ )**

| စဉ် | ရက်စွဲ | မြေကွက်ဖိုး ငွေပမာဏ(ကျပ်) | ငွေပေးကြောင်း/ရယူကြောင်း/သိရှိကြောင်း | | |
|---|---|---|---|---|---|
| | | | ဝယ်ယူသူ | ရောင်းချသူ | စစ်ဆေးသူ |
| ၁ | ၁. ၁၂. ၂၀၁၀ | 34,500,000 (ကျပ်သိန်းသုံးရာလေးဆယ့်ငါးတိတိ) | [signature] | [signature] 3.12.10 | [signature] |
| ၂ | ၁. ၀၁. ၂၀၁၁ | 34,500,000 (ကျပ်သိန်းသုံးရာလေးဆယ့်ငါးတိတိ) | [signature] 10/1/11 | [signature] 10.1.11 | [signature] |
| ၃ | ၁. ၀၂. ၂၀၁၁ | 34,500,000 (ကျပ်သိန်းသုံးရာလေးဆယ့်ငါးတိတိ) | [signature] 9.2.11 | [signature] 9.2.2011 | [signature] |
| ၄ | ၁. ၀၃. ၂၀၁၁ | 34,500,000 (ကျပ်သိန်းသုံးရာလေးဆယ့်ငါးတိတိ) | [signature] 7/4/11 | [signature] 7.4.11 | [signature] |
| ၅ | ၁. ၀၄. ၂၀၁၁ | 34,500,000 (ကျပ်သိန်းသုံးရာလေးဆယ့်ငါးတိတိ) | [signature] 9.5.11 | [signature] 9.5.11 | [signature] 9.5.11 |
| ၆ | ၂. ၀၅. ၂၀၁၁ | 34,500,000 (ကျပ်သိန်းသုံးရာလေးဆယ့်ငါးတိတိ) | [signature] 8.6.11 | [signature] 8.6.11 | [signature] |
| ၇ | ၁. ၀၆. ၂၀၁၁ | 34,500,000 (ကျပ်သိန်းသုံးရာလေးဆယ့်ငါးတိတိ) | [signature] 7.7.11 | [signature] 7.7.2011 | [signature] 7.7.11 |
| ၈ | ၁. ၀၇. ၂၀၁၁ | 34,500,000 (ကျပ်သိန်းသုံးရာလေးဆယ့်ငါးတိတိ) | [signature] 8/8/2011 | [signature] 8.8.2011 | [signature] 8.8.11 |
| ၉ | ၁. ၀၈. ၂၀၁၁ | 34,500,000 (ကျပ်သိန်းသုံးရာလေးဆယ့်ငါးတိတိ) | [signature] 10/10/11 | [signature] 10.10.2011 | [signature] 10.10.11 |
| ၁၀ | ၁. ၀၉. ၂၀၁၁ | 34,500,000 (ကျပ်သိန်းသုံးရာလေးဆယ့်ငါးတိတိ) | [signature] 10/10/11 | [signature] 10.10.2011 | [signature] 10.10.11 |
| ၁၁ | ၁. ၁၀. ၂၀၁၁ | 35,000,000 (ကျပ်သိန်းသုံးရာ့ငါးဆယ်တိတိ) | [signature] | [signature] 23.12.2011 | [signature] 23.12.11 |

၃/-သို့

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## အဆောက်အဦတန်ဖိုးအရစ်ကျငွေပေးချေခြင်း

ဇယား-( ၂ )

| စဉ် | ရက်စွဲ | အရစ်ကျပေးချေမှု | အဆောက်အဦ ငွေပမာဏ(ကျပ်) | ငွေပေးကြောင်း/ရယူကြောင်း/သိရှိစစ်ဆေးကြောင်း ဝယ်ယူသူ | ရောင်းချသူ | စစ်ဆေးသူ |
|---|---|---|---|---|---|---|
| 1 | 2.11.2010 | စရံငွေပေးချေခြင်း | 50,000,000 (ကျပ်သိန်းငါးရာတိတိ) | | | |
| 2 | 7.7.2011 | Ground Beam | 33,000,000 (ကျပ်သိန်းသုံးရာသုံးဆယ်တိတိ) | 7.7.11 | 7.7.2011 | 7.7.11 |
| 3 | 8.8.2011 | First Floor | 33,000,000 (ကျပ်သိန်းသုံးရာသုံးဆယ်တိတိ) | 8/8/11 | 8/8/2011 | 8.8.11 |
| 4 | | Second Floor | 33,000,000 (ကျပ်သိန်းသုံးရာသုံးဆယ်တိတိ) | 10/10/11 | 10.10.2011 | 10.10.11 |
| 5 | | Third Floor | 33,000,000 (ကျပ်သိန်းသုံးရာသုံးဆယ်တိတိ) | 10/10/11 | 10.10.2011 | 10.10.11 |
| 6 | 07-08-၂၀၁၂ | Roofing | 19,000,000 (ကျပ်သိန်းတစ်ရာကိုးဆယ်တိတိ) | 7/8/12 | 7/8/12 | 7-8-12 |
| 7 | | Handover | 19,000,000 (ကျပ်သိန်းတစ်ရာကိုးဆယ်တိတိ) | | | |

၅။ ဝယ်ယူသူမှ သတ်မှတ်ထားသည့်အချိန်ကွင် အရစ်ကျပေးချေရန်ငွေများပျက်ကွက်ပါက ပေးချေပြီးသော ငွေအားလုံးကို အဆုံးအရှုံးခံရမည်ဖြစ်ပြီး သတ်မှတ်ထားသည့်အတိုင်းအရစ်ကျ စရံငွေပေးများကိုပေးချေပါလျှက် ရောင်းသူမှ ရောင်းချရန်ပျက်ကွက်ခဲ့ပါက ဝယ်ယူသူသို့စရံငွေများ( ၂ )ဆကို ပြန်လည်ပေးလျော်ပါမည်ဟု ရောင်းသူမှ ဝန်ခံကတိပြုပါသည်။

၆။ ရောင်းချသူမှလည်း ရောင်းချသည့်မြေပေါ်တွင် ဝယ်ယူသူမှ အဆောက်အဦးဆောက်လုပ်ပြီးစီး၍ လူနေထိုင်ခွင့်ရရှိသည့်အခါတွင် မြန်မာ့လျှပ်စစ်ဓါတ်အားလုပ်ငန်းမှ မီတာအား( Single Meter ) ရရှိရေးအားစီမံကိန်းကာလ အတွင်းရရှိအောင် ဆောင်ရွက်ပေးမည်ဖြစ်ပြီး၊ မီတာအိမ်အတွက်ကုန်ကျစရိတ်ကို ဝယ်ယူသူမှကျခံပါမည်ဟု ဝန်ခံကတိပြုပါသည်။

၇။ ဝယ်ယူသူများသည် ကုမ္ပဏီမှ သတ်မှတ်ကောက်ခံသော ပြုပြင်ထိန်းသိမ်းရေးစရိတ်များကို သစဉ် ပေးချေရန် တာဝန်ရှိပါသည်။ ဤစာချုပ်ပါ မြေနှင့်အဆောက်အဦအရောင်းအဝယ် ပြုလုပ်ခြင်းအတွက် ပြည်တွင်းအခွန်ဦးစီးဌာနမှ သတ်မှတ်သည့် ဝယ်ခွန်ကို ဝယ်ယူသူမှ ကျခံပေးသွင်းရပါမည်။

ပြည်ထောင်စုမြန်မာနိုင်ငံတော်

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၈။ ရောင်းချသူနှင့် ဝယ်ယူသူတို့သည် အဆောက်အဦနှင့်ပတ်သက်၍ အောက်ပါစည်ကမ်းချက်များအတိုင်း လိုက်နာရန် သိရှိသဘောတူပါသည်။

( ၈-၁ ) ဆောက်လုပ်ရာတွင် ကုမ္ပဏီမှသတ်မှတ်ထားသော Design အတိုင်းသာ ဆောက်လုပ်ပေးပါမည်။

( ၈-၂ ) အဆောက်အဦးဆောက်လုပ်သည့်အခါတွင် RC(၅-ထပ်)အထိ ဆောက်လုပ်ပေးပါမည်။

( ၈-၃ ) အဆောက်အဦး အား ၂၀၁၁-ခုနှစ်၊ စက်တင်ဘာလတွင် အပ်နှံပေးပါမည်။

( ၈-၄ ) အဆောက်အဦး ဆောက်လုပ်ပြီးသည့်အခါတွင် ဆိုင်ခန်းအား ဖွင့်လှစ်ရောင်းချပါမည်ဟု ဝယ်ယူသူမှ ဝန်ခံကတိပြုပါသည်။

အထက်ဖော်ပြပါ အချက်များနှင့် မကိုက်ညီခဲ့ပါက ဂရန်ရရှိမည် မဟုတ်ကြောင်းသိရှိသဘောတူပါသည်။

၉။ ဝယ်ယူသူမှ မြေကွက်အတွင်း အဆောက်အဦးဆောက်လုပ်ပြီးစီးသည့်အခါတွင် မြေငှားဂရန်ရရှိစေရန် ရောင်းချသူအမည်ပေါက်ဖြင့် မိမိတို့အရောင်းအဝယ်ပြုလုပ်ထားသည့် မြေဒကအတိုင်း မြေဂရန်ရရှိအောင် ရောင်းချသူဘက်မှ ဆောင်ရွက်ပေးမည်ဖြစ်ပါသည်။

၁၀။ ရောင်းချသူဘက်မှ ရန်ကုန်မြို့ စာချုပ်စာတမ်းများ မှတ်ပုံတင်ရုံးတွင် တရားဝင် မှတ်ပုံတင်စာချုပ် ချုပ်ဆိုရန် လိုအပ်သည့် မြေပုံ၊ မြေရာဇဝင်များ ကူးယူပေးမည်ဖြစ်ပြီး ဝယ်ယူသူမှ မိမိအမည်ပေါက်ပိုင်ဆိုင်ခြင်းအတွက်(ဝယ်ယူသူ စရိတ်ဖြင့်) ကိုယ်တိုင်ကျခံ ဆောင်ရွက်ရန်သဘာတူပါသည်။

## အရောင်းအဝယ်ပြုလုပ်သည့်ပစ္စည်းစာရင်း

ရန်ကုန်တိုင်း၊ ကမာရွတ်မြို့နယ်၊ ပြည်လမ်း၊ Junction Square Complex Project၊ မြေတိုင်းရပ်ကွက် အမှတ်( ၃၇-G )၊ မြေကွက်အမှတ်( ၄ )၊ စတုရန်းပေအားဖြင့်( ၂၄၀၀ )ခန့်ရှိသော ဂရန်မြေနှင့် ယင်းမြေကွက်ပေါ်ရှိ အကျိုးခံစားခွင့် အရပ်ရပ် အားလုံးပါဝင်ပါသည်။ ရောင်းချသည့် မြေမှာပူးတွဲတွင် အရောင်ချယ်ပြထားသော မြေကွက်ဖြစ်ပါသည်။

အထက်စာချုပ်ပါစကားရပ်များကို ရောင်းချသူနှင့် ဝယ်ယူသူတို့ ကိုယ်တိုင်ဖတ်ရှု၊ သိရှိ၊ နားလည် သဘောပေါက်ကြသဖြင့် အောက်ပါအသိသက်သေများရှေ့တွင် ဤမြေနှင့်အဆောက်အဦအရောင်းအဝယ်စရံငွေပေးချေခြင်း ကတိစာချုပ်ကို ပြုလုပ် ချုပ်ဆိုခြင်းဖြစ်ပါသည်။

**အသိသက်သေများ။**

၁။ ---------- (signature) ----------

အမည် -------- [illegible] --------

မှတ်ပုံတင် -- ၁၂/ဥကမ(နိုင်)၂၀၄၄၃၄ ---

နေရပ် ------ Shwe Taung ------

------ Development Co., Ltd. ------

၂။ ---------- (signature) ----------

အမည် ------ ဦးဦးဝင်း ------

မှတ်ပုံတင် -- [illegible] --

နေရပ် -- [illegible] --

---------------------------------------

SHWE TAUNG

DEVELOPMENT CO., LTD.

( ၎င်း၏ ကိုယ်စားဒါရိုက်တာ ဦးဝင်းငွေး၊

၁၂/တမန (နိုင်) ၀၇၀၄၀၆

ကိုယ်စားပြု လက်မှတ်ရေးထိုးပါသည်။ )

ရောင်းချသူ ( စရံငွေလက်ခံသူ )

ဒေါ်ခင်မျိုးသက်

၁၂/လကန (နိုင်) ၁၂၀၃၅၀

ဝယ်ယူသူ ( စရံငွေပေးချေသူ )

**Shwe Taung**
**Development Co., Ltd.**

**High Tech Tower**
No.(584), 5th Floor,
Corner of 7th Street & Strand Road, Lanmadaw Township,
Yangon, Myanmar.

Tel : (95)-1-227705, 212326, 224787, 211956 Fax : (95)-1-227714, 211437 Email : std@htct.com.mm

00463

17 MAY 2012

သက်ဆိုင်ရာသို့/

အကြောင်းအရာ။ ။ <u>မြေနှင့်အဆောက်အဦဝယ်ယူထားသည်မှာ မှန်ကန်ကြောင်းထောက်ခံခြင်း။</u>

ရွှေတောင်ဖွံ့ဖြိုးတိုးတက်မှုကုမ္ပဏီလီမိတက် မှ ရောင်းချသော ရန်ကုန်တိုင်း၊ ကမာရွတ်မြို့နယ်၊ Junction Square ၊ မြေတိုင်းအမှတ် ( ၃၇ / G )၊ ကုမ္ပဏီမြေကွက်အမှတ် ( 4 )၊ အိုးအိမ်မြေကွက်အမှတ် - ( ၁F''/၅ ) အား ဒေါ်ခင်မျိုးသက်၊ မှတ်ပုံတင်အမှတ် ( ၁၂/လကန (နိုင်) ၁၂၀၃၅၀ )မှ (၀၆. ၁၀. ၂၀၁၀)တွင် ဝယ်ယူထားသည်မှာ မှန်ကန်ပါကြောင်း လေးစားစွာဖြင့် ထောက်ခံတင်ပြအပ်ပါသည်။

လေးစားစွာဖြင့်

**Maw Maw Than**
**Sr. Manager**
**Shwe Taung Development Co., Ltd.**

၂/-သို့

# SHWE TAUNG DEVELOPMENT CO.,LTD.

OLYMPIC TOWER II, River View Garden Housing, Strand Road, Ahlone Township, Yangon.
Tel : 095-1-211430, Fax : 095-1-212217

SHWE TAUNG DEVELOPMENT CO.,LTD.
NO. ..................
Date ..................

SR NO.A 0476

## Official Receipt

Date 3.9.12

Buyer Name ဒေါ်ခင်ချိုးသက်

Project Name T' Square Complex

Appartment/Block No 3-A ပြ

Instalment For နောက်ဆုံး အရစ်

Amount ၁,၉၀,၀၀၀၀၀

(in words) ငွေကျပ် တစ်ကုဋေ့ ကိုးဆယ် သိန်း.

Cheque No: 806002 (KBZ Bank)

| Confirmed By | Paid By | Received By |
|---|---|---|
| Chan Tai Rint Pinge | [signature] | [signature] 3/9/12 |
| for and on behalf of Shwe Taung Development Co.,Ltd. | Name [illegible] | For and on behalf of Shwe Taung Development Co.,Ltd. |
| | N.R.C No. 12/ [illegible] 084325 | |

# LEASE AGREEMENT

LEASE AGREEMENT (the "Lease") is made on ------------------ (the" Effective Date") by and between:

Lessor: *Daw Khin Myo That, No.6, 2nd Street of Myayamon, Myayamon Kanthaya Housing, Kyipwayai ward, Thingankyun Township, Yangon with Business License #(.............) a copy of which is attached at Exhibit 1* (the "Lessor");

And

Lessee: CHANGE U MYANMAR INTERNATIONAL COLLEGE COMPANY LIMITED , a company duly registered and existing under the laws of Myanmar, the Certificate of incorporation of the lessee's company is attached as *Exhibit 2,* with its registered office address at --------------------------------Myanmar(the "Lessee"), duly authorized and represented by director Mr. Lau Kim Fung (passport number KJ 0518446.)

## Recitals

Lessor is the registered owner of 3rd and 4th floor of Building 4, Junction Square, Pyay Road, Kamayut Township, Yangon, Myanmar – the **"Property"** copy of which is attached to this Lease at **Exhibit 3.**

The Lessor wishes to lease to the Lessee and the Lessee wishes to lease from the Lessor the **"Property"** having an area of 3,332 sqft (3rdand 4thFloor) as described and represented at Exhibit 4 (the **"Premises"**)

## Agreement

The Lessor and the Lessee agree as follows:

1. **Lease.** Lessor hereby leases to Lessee and Lessee hereby leases from Lessor the "Premises";

2. **Purpose and Use.** The Lessee may use the "Premises" for any legal purpose and currently intends to use the "Premises" for the operation of its private school business (the"**Business**") as agreed by the Parties;

3. **Term.** This lease shall be for a term of initial five years with five yearly two times extension for its on expiry of initial lease. Both the LESSOR and the LESSEE wish to lease premises for a term of one year from the date of signing this lease agreement.

4.Rent

4.1 The Lessors agree to give a thirty (30) days rent-free grace period to the Lessee from the Effective Date of this Lease, to enable the Lessee to proceed to renovate and undertake construction on the Premises.

4.2 The Lessee agrees with the Lessor to pay the following rental amounts under this Lease (the "**Rent**"):

4.2.1 Rent in the amount of $4,250 per month.

4.3 The Lessee agrees with the Lessor to the following rental payments during the Term of the Lease (the "**Rental Payments**"):

4.3.1 A onetime returnable security deposit equivalent to one month rent of $4,250.

4.3.2 Rental payments will be made in United States Dollars or Equivalent Myanmar Kyats amount using the currency rate on the date of payment. The Payment could be made either bank transfer or by cheque.

4.3.3 Failure to pay rent shall constitute a breach of this Lease.

4.3.4 If the lessee fail to pay rent payment for second six months in due date, 5% of the due monthly rent shall be added as monthly rent delay payment. If the Lessee fail to pay rent delay payment, the rent will be deducted from the security deposit.

5. **Security deposit:** On the execution of this lease, the lessee deposits with the lessor a security deposit for the faithful performance by lessee of the terms and conditions of this rental agreement. A onetime returnable security deposit equivalent to one month rent of the respective lease terms shall be deposited with the lessor for the repair and renovation expenses of the demised premises of the date of signing this agreement by the parties. After expiry of the lease term and the balance left (if any) will be refunded to lessee after deducting such expenses are deducted from the deposit. Security deposit in the amount of $ 4450 (United States Dollars Four thousand Four hundred and Fifty only) shall be paid upon

signing of this lease.

6. Renovation and Other Rights

6.1 The Lessee, its employees, contractors, guests, customers and persons conducting business with them shall be allowed unimpeded access at all times to the Premises and common areas of the Premises.

6. 2 The Lessor hereby authorizes the Lessee to make whatever renovations or improvements to the Premises consistent with the Lessee's business standards and that it desires with 15 days prior notification to the Lessor, provided that such actions shall not damage the structural integrity of the Building. Such renovations, including signage shall be according to the Lessee's design, without payment of any compensation to the Lessor. All payments incurred in making such improvements to the Premises shall be the Lessee responsibility. The rubbish shall be carried from the back ladder and shall not be carried using the elevator.

6.3 The Lessee shall have the right to freely put the advertisement of any sorts in the external wall of the Premises EXHIBIT 5 and a small advertisement in the entrance of ground floor. The Lessee is responsible for all government charges of advertisements and Lessor shall fully assist Lessee to apply for all government approval on display of advertisements.

**7. Delivery of Exclusive Possession.** Lessor shall deliver exclusive possession of the Premises unoccupied and unencumbered to Lessee on the -----------------. During the Term the Lessee shall have exclusive right to use the Premises. The lessee shall be under no obligation to pay the rent during any period of time during which such exclusive possession or use is not available to the lessee except for Force Majeure events. Provided that the actual date of delivery of exclusive possession is changed to other date because of incomplete handover condition in the Premises, the start date of the Lease period shall be extended accordingly to ensure the 13 month lease period will be no change.

**8. Lessor's Access to Premises and Quiet Enjoyment.** The Lessee shall be entitled to the uninterrupted possession, use and quiet enjoyment of the Premises during the Term. Neither lessor nor its agents , employees or relatives shall enter onto the Premises during the term without at least 24 hours' prior notice to the consent of the lessee except as a member of the general public during the times that the premises are open to the general public or upon invitation by the lessee.

**9. Taxes.** The Lessor shall be responsible and shall pay all taxes, fees and other Government fees and charges arising from Lessor's ownership of the Property and the Premises (including, among others, annual land use tax,). The annual rent of ------------------ shall include the commercial tax as stated in Clause 4.2 of this agreement. The lessor needs to give lessee certificate and tax payment record of 5% commercial tax for the Lessee to claim the deduction of commercial tax input.

**10. Insurance.** The Lessee shall be entitled to insure the Premises and the Lessee's Property at the Lessee's own cost and to be named as the sole beneficiary of any insurance so acquired. The Lessee shall secure business interruption insurance for any business interruption affecting the Lessee's use of the Premises and will be named as the sole beneficiary of any insurance so acquired. In the event of fire or any other damage to the Premises caused by the Lessee, the Lessee must rebuild the building so that it is the same as the former building.

**11. Stamp Duty and Registration fees**

All costs and expenses in registering and stamping this agreement shall be responsibility of the LESSOREE in accordance with the laws of Myanmar.

**12. Lessor's Covenants.** Lessor covenants, represents and warrants as follows:

12.1 Lessor is the legal owner of the Property and Premises, free and clear of any encumbrance or restriction on use for the Business of Lessee and has good right and lawful authority to enter into this Lease and to perform all of its obligations hereunder for the Term and any Renewal Term(s).

12.2 Lessor shall maintain for the duration of the Term and any Renewal Term(s), for the benefit of the Lessee, legal and enforceable rights of access to and egress from the Property and Premises at all times.

12.3 Lessor shall allow Lessee to lawfully and quietly hold, occupy, use and enjoy the Premises, in any manner that Lessee deems fit, during the Term and any Renewal Term(s), without disturbance by Lessor or by any person claiming under Lessor. If at any time Lessor (or any other tenants in the Building) wishes to undertake any construction or other works which might impair Lessee's rights under this Lease, Lessor will give Lessee reasonable prior notice and will discuss with Lessee measures to be taken to minimise inconvenience to Lessee.

12.4 Lessor shall appropriately and reasonably be responsible for and cooperate fully with the Lessee in handling, settling and otherwise disposing of all demands, claims, actions or proceedings by others affecting the Lessee's right to quietly hold, occupy, use and enjoy the Premises before the start date of Lease.

12.5 To the Lessor's knowledge, there is no current or future plan for governmental expropriation or other governmental action regarding the Property which will render the use of the Premises by the Lessee impracticable.

12.6 The Lessor shall not use or lease any portion of the Premises to any party which engages in any business in competition with the Lessee's Business. The Lessor shall not use or lease any portion of the Property to any third party which is engaged in any activity which is hazardous to human health, causes a nuisance to the Lessee or its employees or customers, or otherwise interferes with the operation of the Lessee's Business.

12.7 The Lessor shall ensure that all infrastructures of the Premises including: sewage, water, electricity, plumbing, telephone lines and service elevator in the Premises are in full working order at the prior of the handover date. The Lessor shall also make all reasonable efforts to assist the Lessee to obtain adequate electrical power, sewage capacity and connection, water supply and other utilities to support the Lessee's business at the Premises. For the avoidance of doubt, payment for the utilities shall be made by the Lessee.

12.8 **13. Sale of Premises.** The Lessor agrees that it shall not grant a license, charge, assign its interests to the detriment of Lessee's interest, sell, lease, sublease, mortgage, pledge, encumber or permit any other party other than the Lessee to do anything on the Property or Premises and shall not enter into any promise or agreement, oral or written, to do any of the things without prior written consent from Lessee. Any oral or written agreement in violation of this Lease Agreement is void, without prior written and signed consent from Lessee. In the event of a sale or transfer of the Property, Premises, or any portion thereof by the Lessor for any reason whatsoever, including by operation of law, inheritance or otherwise, this Lease Agreement shall run with the Property and Premises and bind any new Lessor/owner.

**14. Signs.** The Lessee shall pay extra rent in the amount proposed by Lessor the option by the lessee for advertising fees to use signboard(s) and/or billboard(s) of any sort on the spaces of the Premises (including common areas) excluding such allowed advertisement in Clause 6.3 of this agreement which is free to Lessee.

**15. Utilities and Other Services.** The Lessee shall pay for monthly services and utilities Charges such electricity, water and elevator bills imposed on the Premises using the government charge rate.

**16. Termination.**

16.1 The Lessor may terminate this lease in event of a material breach of the terms of this lease by the Lessee which breach is not remedied within thirty (30) days of the Lessor notifying the Lessee of the existence of the breach in writing. In the event of such termination, the Lessor will not be required to pay any compensation to the Lessee for such termination. Provided that the breach of terms of this lease agreement is made by Lessor, Lessor shall refund the rent to Lessee for such lease period not yet incurred from the date of breach.

16.2 If, during the Term or any Renewal Term:

16.2.1 a natural disaster or other serious event occurs that the Lessee is unable to reasonably control;

16.2.2 as a result, the Premises are destroyed or damaged, or the usual access to them is completely or partly obstructed; because of the destruction, damage or obstruction the Lessee is unable to conduct its business in a reasonable manner, the Lessee's obligations to pay the Rent under Clause 3 above will abate proportionally with the effect on the Lessee's business until the Premises and access to them are reconstructed or restored to a level that allows the Lessee to conduct its business on the Premises in a reasonable manner.

16.2.3 If after one three(3)months the Premises have not been reconstructed or restored, or access has not been returned to the level described in, either the Lessor or the Lessee may notify the other of its intention to terminate the Lease and the Lease will terminate one month after the notification date;

16.2.4 Upon termination of this Lease by Lessee in accordance with Clause 16.2.3, Lessor shall immediately refund to all prepaid Rent (if any).

16.3 Renewal of this lease and its Terms & Conditions after the one year period needs to be discussed and agreed mutually three (3) months prior to the ending of this lease. Estimated bills pertaining to utilities must be paid to landlord prior to the lessee leaving the premises. The actual bills will be given by Lessor to the Lessee when the invoices are settled.

16.4 Any dispute arising out of the provisions of this Clause 16 will referred to dispute resolution in accordance with clause 22 below.

17 **Indemnity.** In addition to the Lessor's covenants, representations and warranties set out in this Lease, the Lessor shall indemnify the Lessee from and against all costs arising from the breach by Lessor of any clause of this Lease.

18 **Partial invalidity.** If any terms of this Lease are held to be invalid or unenforceable, the remaining provisions of this Lease shall be valid as written to the fullest extent permitted by laws of Myanmar.

19 **Governing Law.** It is agreed that this lease agreement shall be governed by, construed and enforced in accordance with the existing laws of Myanmar.

20 **Entire agreement.** This document contains the entire agreement of the Parties and may not be amended except in writing signed by both parties. Any prior agreements, oral or written, in conflict with this Lease shall be null and void.

21 **Heirs and assignees.** This Lease shall be binding on and shall inure to the heirs, assignees and successors in interest of the Lessor and the Lessee.

22 **Dispute resolution.**

If any dispute shall arise between the "Lessor" and "Lessee" as to the interpretation of this Agreement or as to the rights, duties or liabilities of either party, or as to any matter or thing of whatsoever nature arising hereunder or in connection herewith, the parties shall cooperate to reach an amicable resolution under Myanmar Law.

**Executed by:**

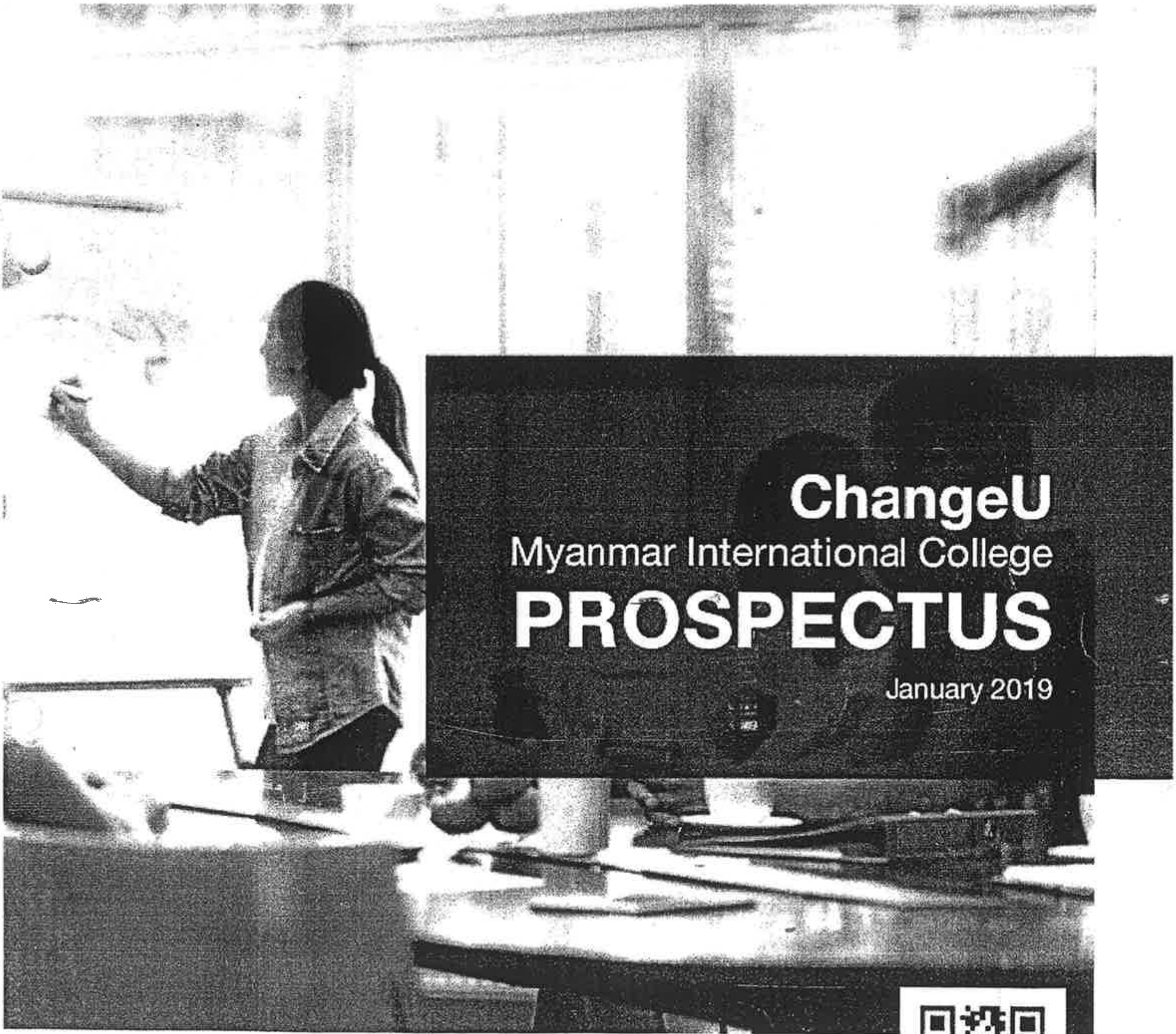
On behalf of CHANGE U MYANMAR INTERNATIONAL COLLEGE COMPANY LIMITED

| | |
|---|---|
| Lessor: | Lessee: |
| Daw Khin Myo That | Mr. Lau Kim Fung (Director) |
| Witness: | Witness |
| ______________________ | ______________________ |
| Name | Name |

Annex 2.6

# CHANGE U
School of Continuing & Professional Education

*Better Leader for Better Future*



# ChangeU
## Myanmar International College
# PROSPECTUS
January 2019


09 963 900 800,
09 952 1177 20, 09 952 1177 30, 09 952 1177 40, 09 952 1177 50

3rd and 4th Floor of Building 4, Junction Square, Pyay Road, Kamayut Township, Yangon, Myanmar.

ChangeU Myanmar International College | www.changeumm.com | info@changeumm.com

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*Better Leader for Better Future*

# Message From CEO

Welcome to ChangeU Myanmar International College, an education provider with the vision to provide continuing and professional education to Myanmar talents to achieve their excellence, and partnership for the betterment of Myanmar.

Bearing in mind our motto **"Better Leader for Better Future"**, ChangeU offers high quality programs which nurture students who are effective communicators, innovative decision maker, and lifelong learners.

Establishing a close partner of business and industry, ChangeU has strong regional and global connections to oversea education providers.

Moreover we often motivate our students to become **"Country Leader"**, delivering the corporate strategy into a right direction and giving influence to the community through ChangeU foundation.

Thus, our programs empower students to transform, recharge and reemerge as nowadays leaders and re-evaluate students' career goals, and reset students' directions.

I hope you will discover how we accord top priority to students' all-round development while doing our best to contribute to the development of the Myanmar community.

Finally, I would like to thank our Team, particularly Chu Myat Chel, Thin Me Me Lwin Thaung, Aung Naing, Pyone Thet Khin(Smile), Kay Zin Moe for their continuous support to build up this platform to help the Myanmar students.

I look forward to meeting and greeting you in our ChangeU.



**William Lau**

BA (Hons) Accountancy, Executive MBA,
Association of Chartered Certified Accountants,
Hong Kong Institute of Certified Public Accountant
CEO of ChangeU Education Asia Pacific Holding Ltd.

To become "Country Leader", delivering the corporate strategy into a right direction and giving influence to the community.



# ChangeU Mission And Vision

Our mission is to provide the lifelong learning opportunity, both academic and career development program,

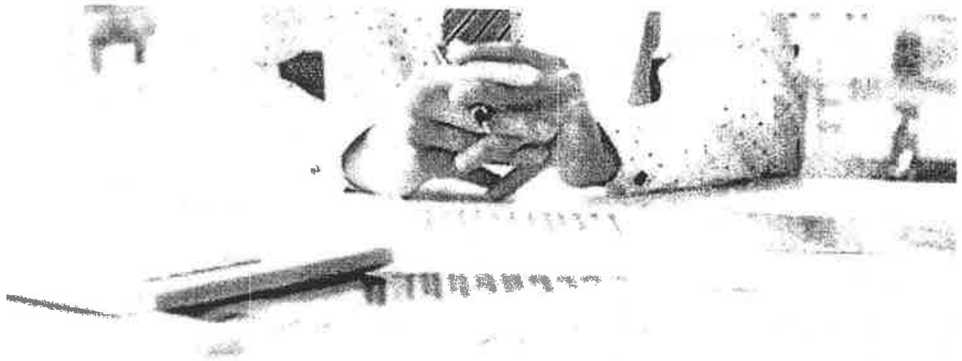
## Our Mission

To our "Myanmar students to achieve their excellence, being the leader in the world."

- We provide high quality programs to students to strengthen their employability, all-around development and be strong advocate of lifelong learning.
- We empower students to transform, recharge and reemerge as nowadays leaders. Our programs re-evaluate student's career goals, and reset students' directions. Our students will work in their companies **taking their new insights, strategies and the leadership skills in their companies;**
- We provide fully assistance to local and global education providers and contribute the local development of education industry.
- Our **Leadership Development Program** transforms our students into powerful leaders through offer coaching, living groups, personal strategy projects, practical application, and a faculty composed of experienced lecturers are hallmarks of our program.

We build the Alumni of ChangeU Connecting our graduates in the workplace for their lifetime

## Our Vision



## Core Value

**Q** We provide Excellent Quality on our 'curriculum'

**S** Supportive to our learners

**B** Build the coherence of student group

**L** Leading new initiatives and passionate for change and influence others

QUALITY

BUILD

LEAD



## Our Teaching Philosophy



**ChangeU Four streams of courses**

- ABE UK
- ACCA
- English Language
- Leadership Development Programs

- Go for lifelong learning, transformational learning, critical thinking, problem solving and managerial skills set.
- Leverage performance and emphasize on the progress of students by professional experienced teachers.
- Encourage case studies, group work, assignments, activities, presentations, and assessment instruments by qualified academic teachers.



- LEADERSHIP
- NEGOTIATION & INFLUENCE
- CHANGE MANAGEMENT
- EMOTIONAL INTELLIGENCE
- MANAGEMENT
- DESIGN THINKING
- INNOVATION
- EXECUTIVE & GROUP COACHING
- BANKING & FINANCE
- HIGH-POTENTIAL PROGRAM
- PRESENTATION SKILLS



## ChangeU Programs

ChangeU Myanmar focuses on life-long learning and creating leaders for better future, which is why ChangeU has developed the leadership development programs.



### ACADEMIC COURSES

- ABE UK Level 4
- ABE UK Level 5
- ABE UK Level 6
- ACCA

### ENGLISH LANGUAGE

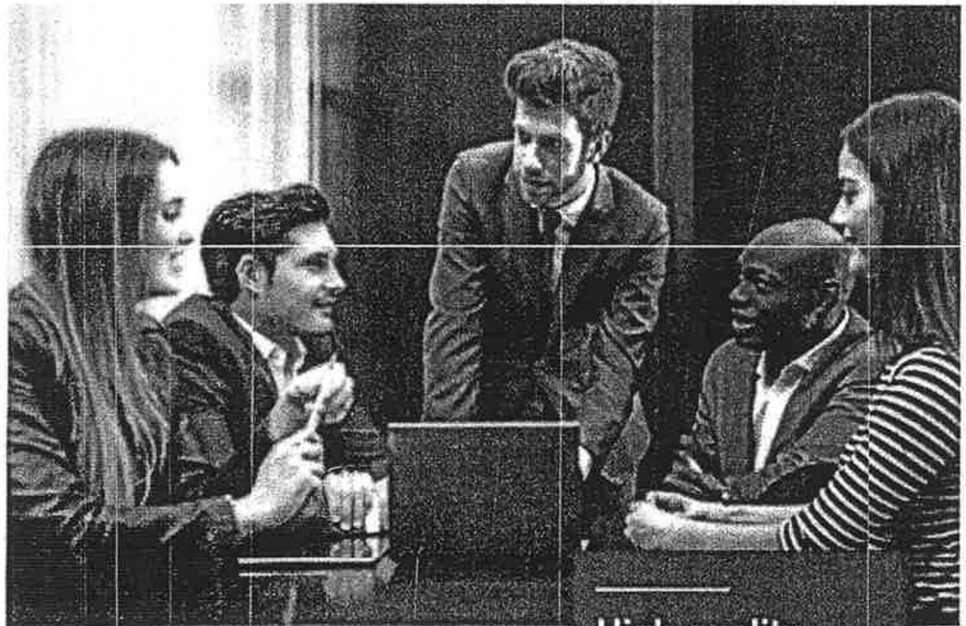
- IELTS
- Business English
- ChangeU English for academic purposes (EAP)and
- ChangeU English for specific purposes (ESP)

### MANAGEMENT PRACTICAL SKILLS

- Corporate management practical skills
- Accounting, corporate finance and financial analysis practical skills program – basic to master level
- Human resources management practical skills program

## ChangeU Leadership Development Programs

ChangeU not only provides academic programs but also provides additional career development skills and management practical skills training courses for our students to enhance their leadership, management skills, creativity, and other soft skills that they can apply in their workplace for their all-round developments. ChangeU skill courses can deliver high quality and world class MBA trainings and workshops with proven experience trainers to produce effective results.



One of the benefits of our ABE UK and ACCA students is that they can enjoy a complimentary soft skill or practical skill training program of their choices provided by ChangeU. Together with ChangeU career development skills and management practical skills programs, students can receive high quality training and workshops to gain excellence their performances in different aspects including working, leading, innovating and self-development.

**High quality training programs for Myanmar students**



## ABE UK

ChangeU partnership with Association of Business Executives (ABE) to provide internationally recognized qualifications for business executives. ABE was founded with a clear social purpose to improve business education for aspiring entrepreneurs in developing countries. Today, 1.5 million people have mastered essential and advanced modern business concepts through studying for an ABE qualification.

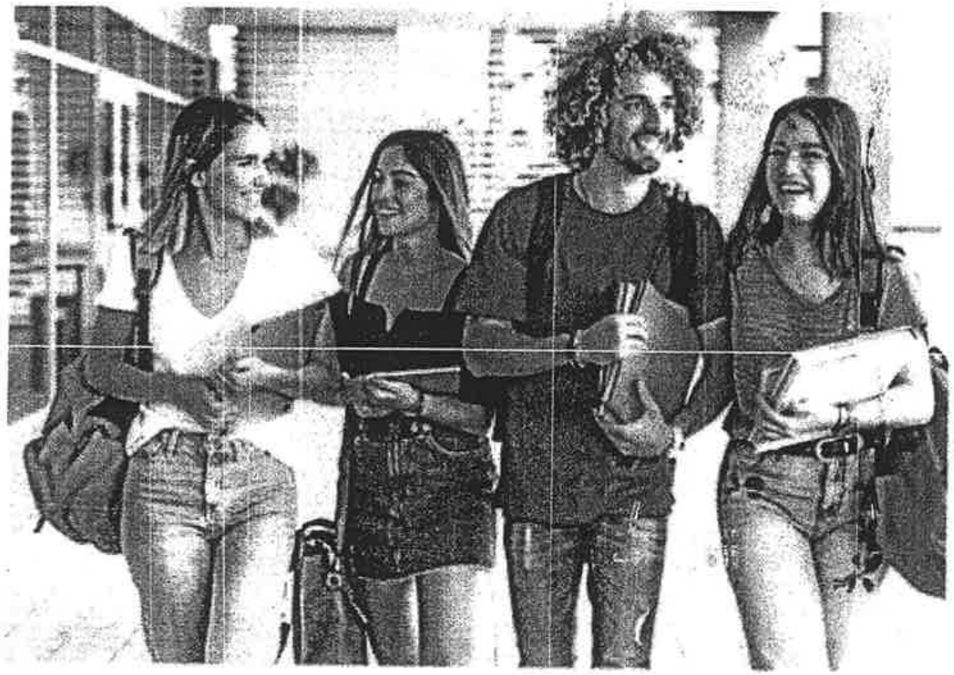


**Recognized by many well-known academic bodies and famous universities**

# ABE UK

ASSOCIATION OF BUSINESS EXECUTIVES

Why we study **ABE UK**?



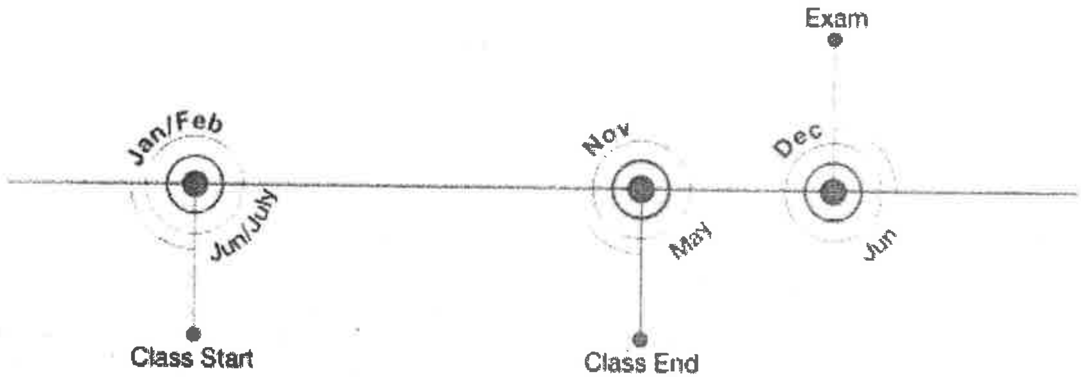
| Affordable | Supported | A great route to university | Recognition |
|---|---|---|---|
| Minimum costs to achieve degree programs | Being an ABE member can have access variety of resources which support for studies and learning experience. | ABE's qualifications can be applied as a stepping stone to join bachelors or master degrees. | Internationally recognized by employers |



# Course Timeline



## ChangeU ABE UK Course Timeline




| EXAM AND ASSIGNMENT TIMETABLE | |
|---|---|
| March | Assignments only |
| June | Assignments and exams |
| September | Assignments only |
| December | Assignments and exams |

## Level 3

**Course requirement**

Below high school education or above

**Equivalent qualifications achieved**

UK Foundation Degree, UK 'A' Level, BTEC National Cert

The grounding you need to help you successfully complete the next ABE academic level

## Level 4

**Course requirement**

Completed formal high school education or equivalent qualification

**Equivalent qualifications achieved**

First year of 3 year Bachelors degree course, BTEC Professional Diploma

With this qualification you can get onto the second year of a related Bachelors degree.

## Level 5

**Course requirement**

Completed first year of a Bachelors degree (or) Level 4 holder

**Equivalent qualifications achieved**

HND, Higher Diploma, Second year of 3 year Bachelors degree course Diploma

With this qualification you can get onto the final year of a related Bachelors degree.

## Level 6

**Course requirement**

Completed second year of a Bachelors degree (or) Level 5 holder

**Equivalent qualifications achieved**

Bachelors Degree, Graduate Diploma, BTEC Advanced Professional Award

With this qualification you can go straight onto a related masters (including MBA) degree.





### ABE Level 3 Certificate in Business Essentials

Credits 24 Total qualification time 240 hours Units 1

This qualification provides an introductory grounding in business for those who have not studied the equivalent of a UK A level. It will help to prepare you for the next academic stage and make the transition to higher level study easier for you.

• Business Essentials

Assessment by exam

### ABE Level 3 Certificate in Business Start-up (Assessment method: assignment)

| | | |
|---|---|---|
| Unit | 1 | A single unit qualification with six elements of learning: |
| Credits | 36 | Element 1 Analyse entrepreneurial and market potential |
| | | Element 2 Build the business idea |
| | | Element 3 Plan the marketing approach |
| Total qualification time | 360 hours | Element 4 Plan the operations |
| | | Element 5 Plan the budget |
| | | Element 6 Create the business plan and pitch |

### ABE Level 3 Award in Money Management for Small Businesses (Assessment method: assignment)

| | | |
|---|---|---|
| Unit | 1 | A single unit qualification with four elements of learning: |
| | | Element 1 Financial responsibilities for your own business |
| Credits | 6 | Element 2 Financial products to support money management |
| | | Element 3 Financial and accounting source documents |
| Total qualification time | 60 hours | Element 4 Managing financial information |

### ABE Level 3 Award in Digital Marketing Essentials for Small Businesses (Assessment method: assignment)

| | | |
|---|---|---|
| Unit | 1 | A single unit qualification with four elements of learning: |
| | | Element 1 Introduction to the digital world for small businesses |
| Credits | 6 | Element 2 How to create the infrastructure for successful SMEs |
| | | Element 3 Using digital and online tools to communicate and generate revenues |
| Total qualification time | 60 hours | Element 4 How to develop and maintain an online presence |
| | | Element 5 Creating a digital marketing plan for a small business |

### ABE Level 3 Award in the Principles of Business Ethics (Assessment method: assignment)

| | | |
|---|---|---|
| Unit | 1 | A single unit qualification with four elements of learning: |
| | | Element 1 Business Ethics – key terms and concepts |
| Credits | 6 | Element 2 Apply ethical challenges in a global business environment |
| Total qualification time | 60 hours | Element 3 Apply ethical standards in practice |
| | | Element 4 Personal ethics and professionalism |

### ABE Level 3 Award in Employability Skills: Putting your Skills to Work (Assessment method: assignment)

| | | |
|---|---|---|
| Unit | 1 | A single unit qualification with four elements of learning: |
| | | Element 1 Employability skills and their value to organisations |
| Credits | 6 | Element 2 Making a positive impression |
| | | Element 3 Establishing yourself in a new job |
| Total qualification time | 60 hours | Element 4 Maintaining your value as an employee |

## ABE Level 4 Foundation Diploma in Business Management

Credits: 60 | Total qualification time: 600 hours | Units: 4 (15 credits each)

This is a shorter Diploma for those who wish to get a basic grounding in business, progress quickly onto the next ABE level and go on to employment (if you wish to progress to a university degree the 8 unit - 120 credits - Level 4 Diploma will provide more favourable progression options).

- Dynamic Business Environments — Assessment by exam
- Enterprising Organisations — Assessment by exam
- Employability and Self-development — Assessment by assignment
- Finance for Managers — Assessment by exam

## ABE Level 4 Diplomas (Prefer specialization form below three)

Credits: 60 | Total qualification time: 600 hours | Units: 4 (15 credits each)

### Business Management

Provides a thorough grounding in business management and a springboard for academic progression. The units listed below, with the four units in the Foundation Diploma, will provide you with an ABE Level 4 Diploma in Business Management:

- Introduction to Entrepreneurship — Assessment by assignment
- Introduction to Quantitative Methods — Assessment by exam
- Project Management — Assessment by exam
- Dynamic and Collaborative Teams — Assessment by assignment

### Business Management and Human Resources (HR)

Provides a thorough grounding in business management along with an introduction to the discipline of human resources. Also, serves as a springboard for academic progression. The units listed below, with the four units in the Foundation Diploma, will provide you with an ABE Level 4 Diploma in Business Management and Human Resources:

- Introduction to Entrepreneurship — Assessment by assignment
- Introduction to Quantitative Methods — Assessment by exam
- Project Management — Assessment by exam
- Principles of HR — Assessment by assignment

### Business Management and Marketing

Provides a thorough grounding in business management along with an introduction to the discipline of marketing. Also, serves as a springboard for academic progression. The units listed below, with the four units in the Foundation Diploma, will provide you with an ABE Level 4 Diploma in Business Management and Marketing:

- Introduction to Entrepreneurship — Assessment by assignment
- Introduction to Quantitative Methods — Assessment by exam
- Project Management — Assessment by exam
- Principles of Marketing Practice — Assessment by assignment





## ABE Level 5 Diplomas (Prefer specialization form below three)

Credits: 120 | Total qualification time: 1200 hours | Units: 6 (20 credits each)

Core units for all qualification streams:

- Managing Across Organisations and People — Assessment by assignment
- Innovation and Business Performance — Assessment by exam
- [illegible] Management — Assessment by exam
- International Business Economics and Markets — Assessment by exam

### Business Management Optional Unit (2 Subjects)

Develops a deeper strategic understanding of business management principles and practical application. In addition to the four core units, select two units from the following list to achieve an ABE Level 5 Diploma in Business Management:

- Operations Management — Assessment by assignment
- Analytical Decision-making — Assessment by assignment
- Managing Stakeholder Relationships — Assessment by assignment

### Business Management and Human Resources (HR) Optional Unit (2 Subjects)

Develops a strategic understanding of business management and a deeper knowledge of HR principles and practice. In addition to the four core units, select two units from the following list to achieve an ABE Level 5 Diploma in Business Management and Human Resources:

- Human Resource Management — Assessment by assignment
- Employee Engagement — Assessment by assignment
- The HR Professional — Assessment by assignment

### Business Management and Marketing Optional Unit (2 Subjects)

Develops a deeper strategic understanding of business management and a knowledge of marketing principles and practice in addition to the four core units, select two units from the following list to achieve an ABE Level 5 Diploma in Business Management and Marketing:

- Integrated Marketing Communications — Assessment by assignment
- [illegible] Consumer Behaviour — Assessment by assignment
- [illegible] Marketing — Assessment by assignment



## ABE Level 6 Diplomas (Prefer specialisation form below three)

| Credits: 120 | Total qualification time: 1,200 hours | Units: 6 (20 credits each) |
|---|---|---|

Core units for all qualification streams:

- Leading Strategic Change — Assessment by assignment
- Business Strategy and Decision Making — Assessment by exam
- Developing International Markets — Assessment by exam
- Business Ethics and Sustainability — Assessment by exam

## Business Management Optional Unit (2 Subjects)

Develops the theoretical knowledge and strategic skill needed to excel in a leadership role. Do the four core units and select two from this list to achieve the ABE Level 6 Diploma in Business Management:

- [illegible] — Assessment by assignment
- Corporate Finance — Assessment by assignment
- Advanced Project Management — Assessment by assignment

## Business Management and Human Resources (HR) Optional Unit (2 Subjects)

Develops the theoretical knowledge and strategic skill needed to excel in a leadership role with a particular expertise in the management of human resources. Do the four core units and select two units from the following list to achieve an ABE Level 6 Diploma in Business Management and Human Resources

- [illegible] HRM — Assessment by assignment
- Organisational Design, Development and Performance — Assessment by assignment
- Contemporary Developments in Global HRM — Assessment by assignment

## Business Management and Marketing Optional Unit (2 Subjects)

Develops the theoretical knowledge and strategic skill needed to excel in a leadership role with a particular expertise in the discipline of marketing. Do the four core units and select two units from the following list to achieve an ABE Level 6 Diploma in Business Management and Marketing:

- [illegible] — Assessment by assignment
- [illegible] — Assessment by assignment
- [illegible] — Assessment by assignment



# Lecturers Of ABE UK

## William
### Lau Kim Fung

Mr. Lau graduated from Hong Kong Polytechnic University in 2004 with an Accountancy Degree and minor in Corporate Finance. He is currently the fellow member of Association of Chartered Certified Accountants (ACCA) and Hong Kong Institute of Certified Public Accountant (HKICPA). Moreover, he is currently attending Executive MBA in National University of Singapore with extensive executive network over the world.

Mr. Lau has worked in Big 4 International accounting firms such as Ernst and Young China, PricewaterhouseCoopers Hong Kong, and Shinewing (HK) CPA, specializing in audit service of IPO and merge and acquisition transactions in the Main Board of Hong Kong and Singapore Stock Exchange for about 10 years.

The listed clients include Ascendas Hospitality Trust, Swire Properties and Orient Overseas (International) Ltd. After such professional training in international accounting firms, he worked in Sincere Land Group, being Group Finance Manager, managing the financial budget and information system of over 30 active property projects in 10 cities in China.

He joined Uni Global Power Pte Ltd ("UGP") in 2013 and established all finance function, responsible for all financial functions in UGP and Golden City Yangon, including developing investment models, monitoring budgets for Golden City, and reviewing financing options. In April 2016, he helped Golden City to successfully obtain the financing projects from Industrial and Commercial Bank of China, May Bank, E-Sun Bank and financial support by KBZ bank and AYA bank in Myanmar, maintaining all relationships with domestic and foreign banks in Yangon.

In 2016, he highly involved in the listing exercise of Golden City in Singapore Stock Exchange and on 20 December 2016, completed all financial and legal review as well as obtaining clearance of independent financial advisor within two months to achieve the listing status of UGP.

In 2017, he found Dragon Private Equity and Advisory Co. Ltd. to provide financial and international tax advisory, the investment structuring consulting services and advisory services on merger and acquisition to clients.

In early 2018, he found ChangeU Asia Pacific Holding Ltd in Hong Kong and setup the first education investment in Myanmar.

He is currently the VP Investment of Emerging Towns and Cities Singapore Limited, Director and CFO of Golden Land Real Estate Development Co., Ltd and CFO of UGP, director of ChangeU Asia Pacific Holding Ltd, ChangeU Myanmar International College Co. Ltd and the director of Dragon Private Equity and advisory Co Ltd.

# Lecturers Of ABE UK

**Dr.Zin**
Wai Maw

She obtained the Bachelor of Medicine and Surgery in University of Medicine and achieved the Master degree of Business Administration in Assumption of University in Thailand. She is currently obtaining PhD of Organization Development in Assumption University Thailand.

She has strength in teaching human resources related subject being the Lecturer in Myanmar Management Institute, Centre for Strategic and International Studies, National Strategy and Management Studies, teaching human resource management.

She also worked as senior human resources officer in Myanmar Advantages Company Limited, Civiltechnics Myanmar Company Limited, Infinity Yangon Company Limited and Golden Zaneka Public Company Limited over 6 years.

**John**
Thuya Aung

John Thuya is a dynamic and motived human resource professional and has rich experience in human resource and hospitality industry. He is currently the Country Manager of Jobsglobal Myanmar overseeing all functions of a human resources firm over 4 years. Before this position, he worked in Dubai over 8 years including Senior Human Resources position in Mubarak Marine and customer service team in Emirates Airline Dubai.

**Aung**
Kay Thi

She is a professional accountant equipped with practical business working experience in the workplace.

She obtained BA (Hons) English degree in Dagon University and BA (Hons) Applied Accounting in Oxford Brooks University in UK and Master Degree of Business Administration in University of Wales UK. She is currently the member of Myanmar CPA and ACCA. Moreover, she continues her lifelong learning and achieving the Doctor degree of Business Administration in Victoria University, School of Management, in Switzerland.

She worked in UK over 5 years and further sharpen her accountancy working experience in large accounting firm including Ernst and Young and currently the Head of Internal Audit in Sathapana Limited.

In academic aspect, she previously acted as lecturer in U Tin Linn Oo LCCI Accountancy Training School, North Eastern Polytechnic College, Ubonrachathani in Thailand, and currently the lecturer of Business Institute of Yangon, Myanmar Professional and Development Centre, and Myanmar Institute of Business.



# ACCA

ACCA

## What is ACCA?

The Association of Chartered Certified Accountants (ACCA) is a leading international professional accountancy body providing globally renowned qualifications to career professionals across the world. It can be proved to employers that you have credible and reliable ability in all aspects of business as a benchmark for any career-oriented accountant.

## Since 1904



Globally 208K members

503K students

180 countries

7300 worldwide employers

Less than 200 members in Myanmar



# Why we study ACCA

ACCA

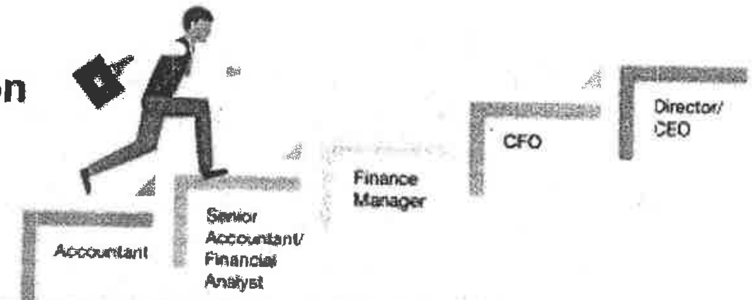
**Recognized worldwide global network**

- Accredited by other international professional bodies, government, employers, educational institutes, international body such as CGA Canada, HKICPA Hong Kong, MICPA Malaysia, ISCA Singapore and Myanmar Certified Public Accountant (CPA).

**Practical experience**

- Strong images and backgrounds of ChangeU lecturers can shape students to become better in academic results, acquire greater knowledge and strong career development. The quality and the support from our lecturers can build ChangeU students to become better leaders for better future.
- ACCA membership can allow you to join the community of CFO.
- The today CFO must be responsible for providing leadership to other senior management team members and the CEO. They like a corporation architect of what to do and how to do it, including strategy decision, governance model, business expansion, capital allocation, market positioning, risk management, and performance management.

# Career Progression




## Requirement for students

**GCSE LEVEL**

Introductory certificate in financial and management accounting

**A LEVEL**

Intermediate certificate in financial and management accounting

**FIRST YEAR OF A DEGREE/HND**

Diploma in accounting and business



# ACCA Syllabus and Papers

The ACCA syllabus consists of 14 papers divided into four levels:

ACCA

- Knowledge - 3 papers
- Skills - 6 papers
- Essentials - 3 papers
- Options - 2 from 4 papers

## Knowledge

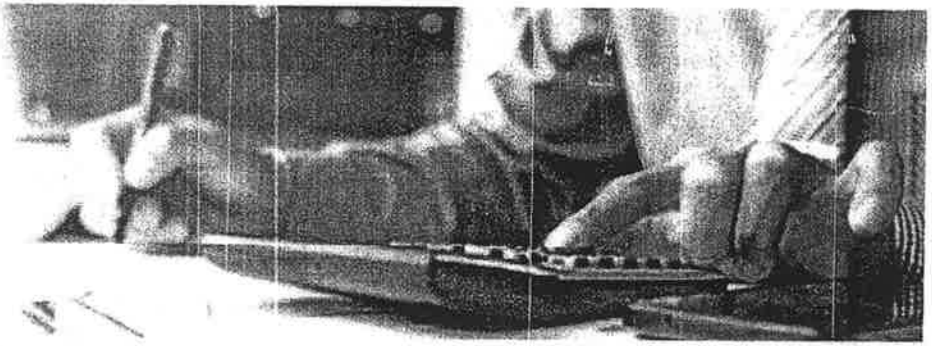
This module, which includes papers F1 to F3, is the starting point on your way to achieving your ACCA qualification. Once you have passed all 3 papers, you can continue on to the ACCA Skills module.

| | Courses | Total Qualification Time | Units | Assessments |
|---|---|---|---|---|
| F1 | Accountant in Business | | | Exam |
| F2 | Management Accounting | 360 hours | 3 | Exam |
| F3 | Financial Accounting | | | Exam |

## Skills

Comprising modules F4 to F9, this module examines the principle technical subjects that you're expected to have an advanced understanding of. You will develop knowledge and skills in these subject areas, reaching a level of knowledge equivalent to a Bachelor's degree.

| | Courses | Total Qualification Time | Units | Assessments |
|---|---|---|---|---|
| F4 | Corporate and Business Law | | | Exam |
| F5 | Performance Management | | | Exam |
| F6 | Taxation | | | Exam |
| F7 | Financial Reporting | 720 hours | 6 | Exam |
| F8 | Audit & Assurance | | | Exam |
| F9 | Financial Management | | | Exam |



## Essentials

This module is called Essentials as it will provide you with the specialist skills and techniques required to become an expert accountant, either in a consultancy or high-level advisory role. Each of the 3 ACCA papers is assessed with a 3-hour paper-based exam.

| | Courses | Total Qualification Time | Units | Assessments |
|---|---|---|---|---|
| P1 | Governance, Risk and Ethics | 450 hours | 3 | Exam |
| P2 | Corporate Reporting (UK or international) | | | Exam |
| P3 | Business Analysis | | | Exam |

## Options[*Choose any 2 from 4*]

This module requires you to select 2 ACCA papers to study from a choice of 4, allowing you to tailor your program to suit your requirements, interests and career aspirations. 3-hour, paper-based exams will test your knowledge of each paper

| | Courses | Total Qualification Time | Units | Assessments |
|---|---|---|---|---|
| P4 | Advanced Financial Management | 300 hours | 2 (choose 2 from 4) | Exam |
| P5 | Advanced Performance Management | | | Exam |
| P6 | Advanced Taxation | | | Exam |
| P7 | Advanced Audit & Assurance (UK or International) | | | Exam |



# Lectures Of ACCA

ACCA

### William
Lau Kim Fung

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## Lecturers Of ACCA

ACCA

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**Nwe Nwe**
Soe

She has over 13 years experience in Accountancy field and currently holds the member of ACCA, Singapore chartered Accountant, and Myanmar Certified Public Accountant. She also has the master degree and bachelor degree of Commerce from Yangon Institute of Economics.

She is being Financial Controller in IGE Infra Group managing the real estate and construction segment and previously work in Capital Diamond Start Group and Naing Group Construction Co., Ltd. Apart from Myanmar, she has international working experience in Singapore over 5 years.

With her professional expertise in accountancy, she can help students to transform their knowledge into working place not only focus on accounting but also sharpen the leadership role in the corporations.

**Terence**
Kyaw Thuya

He has 11 years working experience in Accounting, Finance & Business of which 7 years in managerial positions, being Finance Manager in Emirates Airline and Business Analysis Manager in Telenor Myanmar and Financial Planning and Analysis Director in Oway Travels & Tours Co. Ltd. Such experiences inspires him to contribute the accountancy industry in Myanmar.

He is currently the ACCA affiliate and obtained Bachelor of Arts of English Literature Studies in Dagon University, BSs (Hons) of Applied Accounting in Oxford Brookes University through studying in Singapore Accountancy Academy.





## IELTS

The International English Language Testing System (IELTS) is recognized as worldwide English language proficiency test available in 140 countries for the purposes of immigration, education and other professional purposes. IELTS is joined with British Council, Cambridge English Language Assessment and IDP Education Australia.



IELTS is the most effective program for the ones who have purpose for migration, study and work. IELTS aims for both **General English** and **Academic English** across the globe.

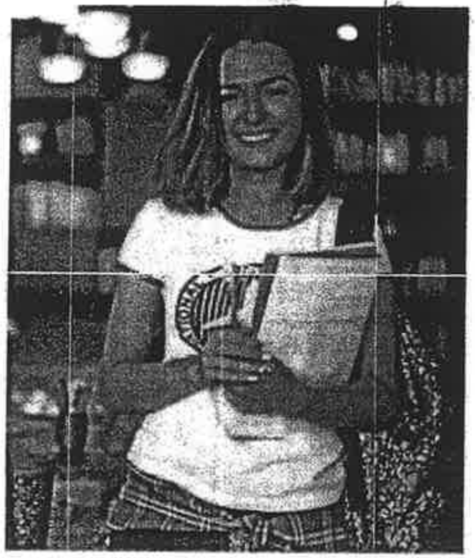
- By preparing and taking IELTS test, your proficiency of English language skills will be improved.
- After taking the test, you will receive a global recognized test certification which is accepted by thousands of professional bodies, institutions, universities, companies and government agencies.
- IELTS test is quite convenient for holding four times a month as the regular testing style though test dates may vary by test locations.

**Why we study IELTS?**

# What Is ESP?

English for specific purposes (ESP) provide specialist English Language skills and concepts in interested area of work or profession through the learners' needs analysis up to their goals. The courses are designed according to the prior analysis of the communication needs which could be academic, professional or scientific needs of the learner.

## ESP:



- English for banking and finance
- English for customer services, tourism and hospitality
- English for engineering and construction
- English for information technology and telecommunication

## Why we study ESP?

- ESP is designed to meet specific needs of the learners or learners' reason for learning.
- ESP is emphasized on the language appropriate to these activities in terms of grammar, lexis, register, study skills and discourse.
- ESP is used different methodology from that of General English.
- ESP is suitable for both university students or people already who have employment, adult learners

## At the end of the course, you will get benefits of ESP:

**Learning speed;** The obvious outcome of ESP is faster acquisition of required linguistic items. The speed of learning is faster than general English due to the students usually learn what they need and when the need focusing on limited scope for their immediate purpose.

**Learning efficiency;** ESP course maximizes the use of their learning resources and enhance a wide-ranging impact.

**Learning Effectiveness;** After completion of ESP course, students will be ready to use language appropriately and correctly in job related tasks. English is usable immediately in the employment context.



ENGLISH COURSES

# What Is EAP?

English for Academic Purposes (EAP) courses enhance:

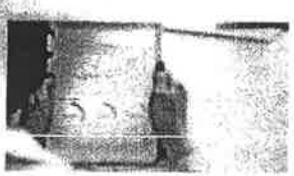
- **Formal academic genres:** with clearly defined curriculum and how language is used in a particular setting like research papers, dissertations, formal lecturers
- **Academic study skills:** include test taking and not taking skills, academic vocabulary usage critical reading and writing, comprehending academic lecturers, research and library skills including research papers.
- **Key Language Skills:** EAP courses cover all four skills though usually mainly focus on reading and writing for the purposes of competing academic assignments than the two other skills.
- **Key University Success Skills:** the course curriculum is designed to support you easily transition to university study- you will learn the key fundamentals of the English language in conjunction with vital study and classroom skills that will lead to success.
- EAP begins with the learners and the situation and emphasizes only the language skills: Vocabulary, grammar patterns, linguistic functions etc. required by the students' goal/ immediate purpose.

# Business English

Here at ChangeU, we provide courses for business studies and economic students to enhance students' business English as part of their career development. There is no doubt that Myanmar is facing a change in the new economic era whereby foreign investments and expatriates are stepping into the local economic industries and that is why English language for business purpose has become on of the important studies for locals to work hand-in-hand with the foreign business parties and develop a stronger business relationship.



## Management Practical Skill Courses

| Topics | Admission, Learning outcome & Assessment |
|---|---|
| Accounting and Financial Analysis Practical Skills training<br><br>**Level: Executive**<br>**Days: 2**<br>**Hours: 16**<br><br> | **Requirement**<br>After completion of Accounting and Financial Analysis Practical Skills program – basic level, or completion of LCCI level 2 book keeping or above, other equivalent accounting qualification.<br><br>**Assessment**<br>Group discussion exercise and presentation, and final assessment.<br><br>**Learning outcome**<br>This course provides students with digesting the information of financial statements and annual report, using the financial analysis for the decision making. |
| Corporate finance and Financial Analysis Practical Skills training<br><br>**Level: Master**<br>**Days: 3**<br>**Hours: 24**<br><br> | **Requirement**<br>After completion of Accounting and Financial Analysis Practical Skills program – basic level, or completion of LCCI level 3 bookkeeping, F3 FA financial accounting of ACCA or other equivalent accounting qualification.<br><br>**Assessment**<br>Group discussion exercise and final assessment.<br><br>**Learning outcome**<br>This course provides students with skills to use of financial statements and annual report to perform the financial analysis for the decision making and how to analyses the financial performance in a strategic way. |

**Excellence is not a gift but a skill that takes practice**
*-Plato*





## Internship And Career Development

ChangeU provides students with another form of learning experience, internship opportunities subject to results of employers' requirement, where our students can achieve working lifestyle at local and international corporates and at the same time gaining important on the training and skills from different business segments.



**See your future with ChangeU**

ChangeU focuses are not only offering high quality education system but also assisting with students' career development, planning and job seeking techniques. With strong business network and collaborations with human resource companies, ChangeU assists our students in finding internship opportunities to have greater working experiences in international and local firms as well as career development opportunities.

## ChangeU Scholarship Program

ChangeU Scholarship Program aim for young generation to pursuit their dream and furthermore, to create a better growth in their career development. ChangeU offers academically-based scholarship to some of the most talented, outstanding students and qualified applicants. We offer different scholarship programs according to different academic background results as a funding option to our students including scholarship program for oversea studies for outstanding students. Any students can apply for specific scholarships without any discrimination. All students' scholarship applications will be considered and different opportunities will be available depending on the level of study.

# Academic Talents Of English Program

**U Than Htike Lynn @ Xavier**

Achieved M.A in TEFL Teaching of English Language from Yangon Institute of Education and B.A (English for Occupational Purposes) Yangon University. Has over 20 years of English teaching experience and also worked as a syllabus designer/ course designer for Pact Myanmar INGO, UNDP English Language Teaching as a Professor at the Myanmar Supply Chain College (MSCC) and Buddhist Studies College. And previously acted as a Principal cum Founder of Royal Academy Language Centre (Yangon) and Principal cum Founder of Leader Language and Management School (Mandalay).

**Myint Thuzar Aung**

She has 8 years' experience teaching and development English curriculum in Myanmar including working as business English teacher in Myanmar Imperial College, language teacher in New English Cyber English Centre. With her interactive teaching approach, she can effectively help students to use of English in the workplaces.

She previously got the Bachelor Degree of Arts in English and obtained the Master Degree of teaching English as a foreign language. She is currently studying the Master of Development Study in Yangon University of Economics for her passion to assist the country development.



# Management Practical Skill Courses

| Topics | Admission, Learning outcome & Assessment |
|---|---|
| Corporate Management Practical Skills program<br><br>**Days:** 5<br>**Hours:** 40<br><br> | **Requirement**<br>Complete ChangeU English Assessment.<br><br>**Assessment**<br>Group discussion presentation, final written assessment, and pre-course exercise<br><br>**Learning outcome**<br>This program combines the management concept, corporate cultural development and leadership skills in the workplaces. The students will learn the operational management of some large market leaders in the world e.g. Toyota and General Electric as well as the Profound Knowledge published by Deming W. Edward and see how the western and eastern management affects the world as well as the key elements the successful corporate possess. The program will be delivered through the group discussion, the sharing idea of book review and the courses focus on the way how to apply such management theory into the workplaces. |
| Human Resources Management Practical Skills program<br><br>**Level:** Executive<br>**Days:** 2<br>**Hours:** 16<br><br> | **Requirement**<br>At least 3 years working experience or diploma or degree program of human resource management or other equivalent qualification and preferable for those in management level<br><br>**Assessment**<br>Group discussion exercise and final assessment and pre-course exercise<br><br>**Learning outcome**<br>In this course, the student will understand latest theory of human resources management and understand to sharpen talents management by several market leaders e.g. Huawei, General Electric and Kazuo Inamori and apply such knowledge into their corporates. |

## ChangeU Foundation 1% of revenue

ChangeU empower corporate social responsibility whereby providing scholarship and donation acting as a helping hand to the country's education development. We passionate it through contributing 1%of the total revenue of ChangeU Myanmar to the society where it is mainly related to the education for the purpose of building better future of the country.

ChangeU Foundation Fund aims for the younger generation who has the responsibility of the tomorrow's society. As we know, the educated person is a kind of asset to the society can provide the country's growth and development. Education is the essential foundation of the whole country's development and its future. Especially, it is more important for the youngsters' younger generation who are the future leaders of the tomorrow's society.

**Contributing 1%of the total revenue of ChangeU Myanmar to the society**



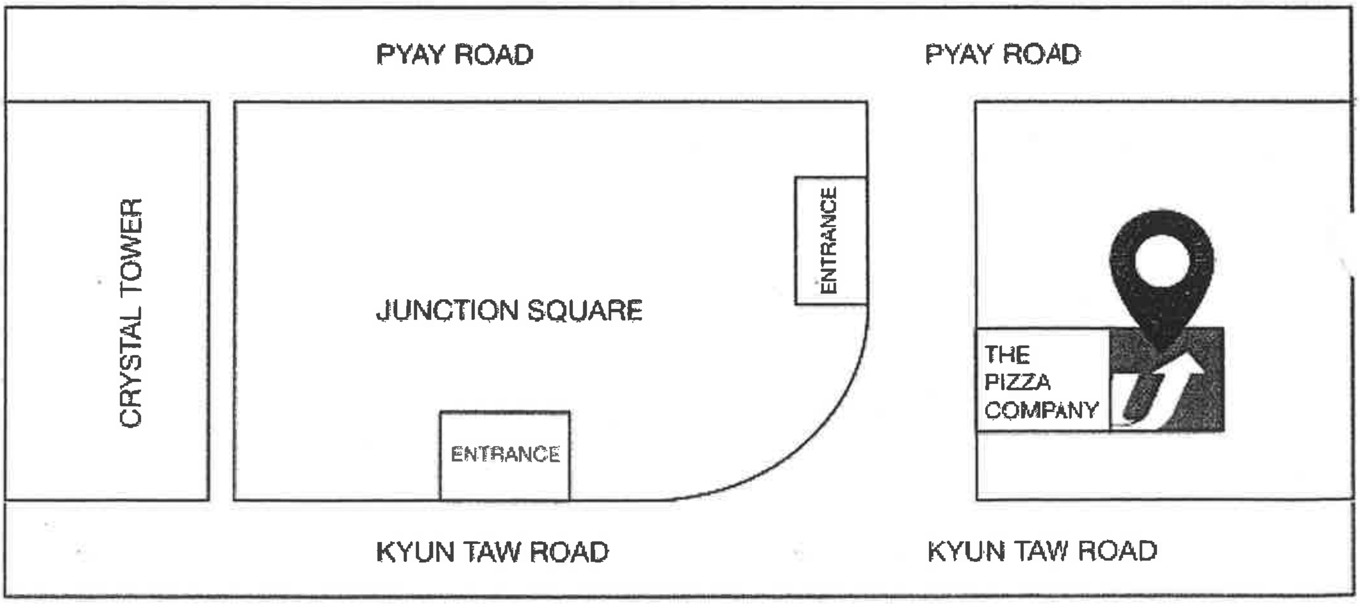


## About The Facility

- Our facilities are designed to serve specific purposes:
- Displaying materials, equipment, tables and seating are special-designed to provide accessibility, comfortability, simplicity and flexibility
- Student focused classes, safe and sound rooms are provided for diversity of thoughts and nice learning environments
- High quality facilities are used to increase instructional effectiveness



- Smart technology in all classrooms
- Provide e-library and facility of libraries increasing keen of knowledge, a reference library with graded readers and management books to borrow
- Study Centre with Coach (providing past exam papers and previous old questions of Abe diplomas and IELTS)
- Provide course materials and lesson plans




3rd and 4th Floor of Building 4, Junction Square, Pyay Road,
Kamayut Township, Yangon, Myanmar.

**Change U Myanmar International College**
**Revenue projections**

**First year**

| | No. of students | No. recuring per year | Student fee | Revenue |
|---|---|---|---|---|
| | | | MMK'000 | MMK'000 |
| ABE UK course | 64 | 1 | 2,000 | 128,000 |
| ACCA courses | 50 | 2 | 1,200 | 120,000 |
| English training | 50 | 4 | 424 | 84,800 |
| | 164 | | | 332,800 |

**Second year**

| | No. of students | No. recuring per year | Student fee | Revenue |
|---|---|---|---|---|
| | | | MMK'000 | MMK'000 |
| ABE UK course | 77 | 1 | 2,000 | 153,600 |
| ACCA courses | 60 | 2 | 1,200 | 144,000 |
| English training | 60 | 4 | 424 | 101,760 |
| | 197 | | | 399,360 |

**Third year**

| | No. of students | No. recuring per year | Student fee | Revenue |
|---|---|---|---|---|
| | | | MMK'000 | MMK'000 |
| ABE UK course | 84 | 1 | 2,100 | 177,408 |
| ACCA courses | 66 | 2 | 1,260 | 166,320 |
| English training | 66 | 4 | 445 | 117,533 |
| | 216 | | | 461,261 |

**Fourth year**

| | No. of students | No. recuring per year | Student fee | Revenue |
|---|---|---|---|---|
| | | | MMK'000 | MMK'000 |
| ABE UK course | 93 | 1 | 2,205 | 204,906 |
| ACCA courses | 73 | 2 | 1,323 | 192,100 |
| English training | 73 | 4 | 467 | 135,750 |
| | 238 | | | 532,756 |

**ChangeU Myanmar International College Co. Ltd**

**List of Personnel, Wages and Salaries Statement**

**Expressed in MMK'000**

| Sr No | Description | Year 1 | | | | | | | Year 2 | | | | | | | Year 3 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. of | Local Personnel | | | Foreign Personnel | | | No. of | Local Personnel | | | Foreign Personnel | | | No. of | Local Personnel | | | Foreign Personnel | | |
| | | staff | No. | Monthly wages | Salary | No. | Monthly wages | Salary | staff | No. | Monthly wages | Salary | No. | Monthly wages | Salary | staff | No. | Monthly wages | Salary | No. | Monthly wages | Salary |
| 1 | CEO | 1 | | | - | 1 | 694 | 8,333 | 1 | | | - | 1 | 763.884 | 9,167 | 1 | | | - | 1 | 840.27 | 10,083 |
| 2 | Marketing director | 1 | 1 | 1,000 | 12,000 | | | - | 1 | 1 | 1,100 | 13,200 | | | - | 1 | 1 | 1,210 | 14,520 | | - | - |
| 3 | Human resources director | 1 | 1 | 1,000 | 12,000 | | | - | 1 | 1 | 1,100 | 13,200 | | | - | 1 | 1 | 1,210 | 14,520 | | - | - |
| 4 | Academic leader | 2 | 2 | 700 | 16,800 | | | - | 2 | 2 | 770 | 18,480 | | | - | 2 | 2 | 847 | 20,328 | | - | - |
| 5 | Teachers | 22 | 20 | 263 | 63,000 | 2 | 694 | 16,667 | 22 | 20 | 289 | 69,300 | 2 | 763.88 | 18,333 | 22 | 20 | 318 | 76,230 | 2 | 840.27 | 20,167 |
| 6 | Accountant | 1 | 1 | 400 | 4,800 | | | | 1 | 1 | 440 | 5,280 | | | | 1 | 1 | 484 | 5,808 | | - | |
| 7 | Cashier | 1 | 1 | 350 | 4,200 | | | - | 1 | 1 | 385 | 4,620 | | | - | 1 | 1 | 424 | 5,082 | | - | - |
| 8 | Adm. Translator | 1 | 1 | 350 | 4,200 | | | - | 1 | 1 | 385 | 4,620 | | | - | 1 | 1 | 424 | 5,082 | | - | - |
| 9 | Receptionist | 1 | 1 | 350 | 4,200 | | | - | 1 | 1 | 385 | 4,620 | | | - | 1 | 1 | 424 | 5,082 | | - | - |
| 10 | Office Staffs | 18 | 18 | 170 | 36,800 | | | - | 18 | 18 | 187 | 40,480 | | | - | 18 | 18 | 206 | 44,528 | | - | - |
| 11 | Cleaning and Maintenanc | 1 | 1 | 200 | 2,400 | | | - | 1 | 1 | 220 | 2,640 | | | - | 1 | 1 | 242 | 2,904 | | - | - |
| 12 | Security | 1 | 1 | 200 | 2,400 | | | - | 1 | 1 | 220 | 2,640 | | | - | 1 | 1 | 242 | 2,904 | | - | - |
| 13 | Driver | 1 | 1 | 400 | 4,800 | | | - | 1 | 1 | 440 | 5,280 | | | - | 1 | 1 | 484 | 5,808 | | - | - |
| | | | | | | | | - | | | | - | | | - | | | | | | | |
| | | 52 | 49 | | 167,600 | 3 | | 25,000 | 52 | 49 | | 184,360 | 3 | | 27,500 | 52 | 49 | | 202,796 | 3 | | 30,250 |

**ChangeU Myanmar Internatio**

**List of Personnel, Wages and**

**Expressed in MMK'000**

| Sr No | Description | Year 4 | | | | | | | Year 5-50 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. of | Local Personnel | | | Foreign Personnel | | | No. of | Local Personnel | | | Foreign Personnel | | |
| | | staff | No. | Monthly wages | Salary | No. | Monthly wages | Salary | staff | No. | Monthly wages | Salary | No. | Monthly wages | Salary |
| 1 | CEO | 1 | | | - | 1 | 924.30 | 11,092 | 1 | | | - | 1 | 1,016.73 | 12,200.76 |
| 2 | Marketing director | 1 | 1 | 1,331 | 15,972 | | - | - | 1 | 1 | 1,464 | 17,569 | | - | - |
| 3 | Human resources director | 1 | 1 | 1,331 | 15,972 | | - | - | 1 | 1 | 1,464 | 17,569 | | - | - |
| 4 | Academic leader | 2 | 2 | 932 | 22,361 | | - | - | 2 | 2 | 1,025 | 24,597 | | - | - |
| 5 | Teachers | 22 | 20 | 349 | 83,853 | 2 | 924.30 | 22,183 | 22 | 20 | 384 | 92,238.30 | 2 | 1,016.73 | 24,402 |
| 6 | Accountant | 1 | 1 | 532 | 6,389 | | - | | 1 | 1 | 586 | 7,028 | | - | |
| 7 | Cashier | 1 | 1 | 466 | 5,590 | | - | - | 1 | 1 | 512 | 6,149 | | - | - |
| 8 | Adm. Translator | 1 | 1 | 466 | 5,590 | | - | - | 1 | 1 | 512 | 6,149 | | - | - |
| 9 | Receptionist | 1 | 1 | 466 | 5,590 | | - | - | 1 | 1 | 512 | 6,149 | | - | - |
| 10 | Office Staffs | 18 | 18 | 227 | 48,981 | | - | - | 18 | 18 | 249 | 53,879 | | - | - |
| 11 | Cleaning and Maintenance | 1 | 1 | 266 | 3,194 | | - | - | 1 | 1 | 293 | 3,514 | | - | - |
| 12 | Security | 1 | 1 | 266 | 3,194 | | - | - | 1 | 1 | 293 | 3,514 | | - | - |
| 13 | Driver | 1 | 1 | 532 | 6,389 | | | - | 1 | 1 | 586 | 7,028 | | | - |
| | | | | | | | | | | | | | | | |
| | | 52 | 49 | | 223,075 | 3 | | 33,275 | 52 | 49 | | 245,383 | 3 | | 36,602 |

**ChangeU Myanmar International College Co. Ltd.**

**Internal Rate of Returns**

**Exhibit - 17**

USD In Thousand

| Year | Investment | Net Profit | Depreciation | Net profit after Depreciation | DCF | | DCF | |
|---|---|---|---|---|---|---|---|---|
| | | | | | 10% | N C F | 13% | NCF |
| 1 | 250,000 | (9,903) | (30,000) | (39,902.76) | 1.000 | (39,902.76) | 1.000 | (39902.76) |
| 2 | 250,000 | 23,290 | (50,000) | (26,709.84) | 0.909 | (24,281.67) | 0.885 | (23637.02) |
| 3 | 250,000 | 49,216 | (70,000) | (20,783.91) | 0.826 | (17,176.78) | 0.783 | (16276.85) |
| 4 | 250,000 | 60,739 | (70,000) | (9,261.3) | 0.751 | (6,958.18) | 0.693 | (6418.57) |
| 5 | | 60,739 | (70,000) | (9,261.3) | 0.683 | (6,325.62) | 0.613 | (5680.15) |
| 6 | | 60,739 | (50,000) | 10,738.7 | 0.621 | 6,667.87 | 0.543 | 5828.52 |
| 7 | | 60,739 | (30,000) | 30,738.7 | 0.564 | 17,351.17 | 0.480 | 14764.35 |
| 8 | | 60,739 | (20,000) | 40,738.7 | 0.513 | 20,905.38 | 0.425 | 17316.40 |
| 9 | | 60,739 | (10,000) | 50,738.7 | 0.467 | 23,669.96 | 0.376 | 19085.85 |
| 10 | | 60,739 | | 60,738.7 | 0.424 | 25,759.12 | 0.333 | 20218.98 |
| 11 | | 60,739 | | 60,738.7 | 0.386 | 23,417.38 | 0.295 | 17892.90 |
| 12 | | 60,739 | | 60,738.7 | 0.350 | 21,288.53 | 0.261 | 15834.43 |
| 13 | | 60,739 | | 60,738.7 | 0.319 | 19,353.21 | 0.231 | 14012.77 |
| | 1,000,000 | 669,990 | (250,000) | 336,602.73 | | 63,767.62 | | 33,038.84 |

**Internal Rate of Return= 17.63%**

## ChangeU Myanmar International College Company., Ltd.

| Sr No. | Particulars | Duration Of Course | No Of Students | Tuition Fees Per Term |
|---|---|---|---|---|
| 1 | ABE-Level 4 | 10 Months | 20 | 2,000,000 |
| | ABE-Level 5 | 10 Months | 20 | 2,000,000 |
| | ABE-Level 6 | 10 Months | 24 | 2,000,000 |
| | | | 64 | |
| 2 | ACCA- Part 1 | 1 Year | 20 | 1,200,000 |
| | ACCA- Part 2 | 1.5-2 Years | 20 | 1,200,000 |
| | ACCA- Part 3 | 1.5 Years | 10 | 1,200,000 |
| | | | 50 | |
| 3 | IELTS | 4 Months | 10 | 424,000 |
| | Business English | 3 Months | 10 | 424,000 |
| | General English | 3 Months | 15 | 424,000 |
| | Conversation Class | 3 Months | 15 | 424,000 |
| | | | 50 | |

**ChangeU Myanmar International College Company., Ltd.**

**Revenue**

| Sr No. | Particulars | Year 1 | | | | Year 2 | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | No Of Students | Tuition Fees Per Term | No. recuring per year | Total | No Of Students | Tuition Fees Per Term | No. recuring per year | Total |
| 1 | ABE-Level 4 | 20 | 2,000,000 | 1 | 40,000,000 | 24 | 2,000,000 | 1 | 48,000,000 |
| | ABE-Level 5 | 20 | 2,000,000 | 1 | 40,000,000 | 24 | 2,000,000 | 1 | 48,000,000 |
| | ABE-Level 6 | 24 | 2,000,000 | 1 | 48,000,000 | 29 | 2,000,000 | 1 | 57,600,000 |
| | | 64 | | | 128,000,000 | 77 | | | 153,600,000 |
| 2 | ACCA- Part 1 | 20 | 1,200,000 | 2 | 48,000,000 | 24 | 1,200,000 | 2 | 57,600,000 |
| | ACCA- Part 2 | 20 | 1,200,000 | 2 | 48,000,000 | 24 | 1,200,000 | 2 | 57,600,000 |
| | ACCA- Part 3 | 10 | 1,200,000 | 2 | 24,000,000 | 12 | 1,200,000 | 2 | 28,800,000 |
| | | 50 | | | 120,000,000 | 60 | | | 144,000,000 |
| 3 | IELTS | 10 | 424,000 | 4 | 16,960,000 | 12 | 424,000 | 4 | 20,352,000 |
| | Business English | 10 | 424,000 | 4 | 16,960,000 | 12 | 424,000 | 4 | 20,352,000 |
| | General English | 15 | 424,000 | 4 | 25,440,000 | 18 | 424,000 | 4 | 30,528,000 |
| | Conversation Class | 15 | 424,000 | 4 | 25,440,000 | 18 | 424,000 | 4 | 30,528,000 |
| | | 50 | | | 84,800,000 | 60 | | | 101,760,000 |
| | | | | | | | | | |
| **Total (1+2+3)** | | **164** | | | **332,800,000** | **197** | | | **399,360,000** |

**ChangeU Myanmar International College Company., Ltd.**

**Revenue**

| Year 3 | | | | Year 4 | | | | Year 5 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| No Of Students | Tuition Fees Per Term | No. recuring per year | Total | No Of Students | Tuition Fees Per Term | No. recuring per year | Total | No Of Students | Tuition Fees Per Term | No. recuring per year | Total |
| 26 | 2,100,000 | 1 | 55,440,000 | 29 | 2,205,000 | 1 | 64,033,200 | 29 | 2,205,000 | 1 | 64,033,200 |
| 26 | 2,100,000 | 1 | 55,440,000 | 29 | 2,205,000 | 1 | 64,033,200 | 29 | 2,205,000 | 1 | 64,033,200 |
| 32 | 2,100,000 | 1 | 66,528,000 | 35 | 2,205,000 | 1 | 76,839,840 | 35 | 2,205,000 | 1 | 76,839,840 |
| 84 | | | 177,408,000 | 93 | | | 204,906,240 | 93 | | | 204,906,240 |
| 26 | 1,260,000 | 2 | 66,528,000 | 29 | 1,323,000 | 2 | 76,839,840 | 29 | 1,323,000 | 2 | 76,839,840 |
| 26 | 1,260,000 | 2 | 66,528,000 | 29 | 1,323,000 | 2 | 76,839,840 | 29 | 1,323,000 | 2 | 76,839,840 |
| 13 | 1,260,000 | 2 | 33,264,000 | 15 | 1,323,000 | 2 | 38,419,920 | 15 | 1,323,000 | 2 | 38,419,920 |
| 66 | | | 166,320,000 | 73 | | | 192,099,600 | 73 | | | 192,099,600 |
| 13 | 445,200 | 4 | 23,506,560 | 15 | 467,460 | 4 | 27,150,077 | 15 | 467,460 | 4 | 27,150,077 |
| 13 | 445,200 | 4 | 23,506,560 | 15 | 467,460 | 4 | 27,150,077 | 15 | 467,460 | 4 | 27,150,077 |
| 20 | 445,200 | 4 | 35,259,840 | 22 | 467,460 | 4 | 40,725,115 | 22 | 467,460 | 4 | 40,725,115 |
| 20 | 445,200 | 4 | 35,259,840 | 22 | 467,460 | 4 | 40,725,115 | 22 | 467,460 | 4 | 40,725,115 |
| 66 | | | 117,532,800 | 73 | | | 135,750,384 | 73 | | | 135,750,384 |
| | | | | | | | | | | | |
| **216** | | | **461,260,800** | **238** | | | **532,756,224** | **238** | | | **532,756,224** |

Change U Myanmar International College
Cashflow projections

| Expressed in MMK'000 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| **Operating cashflow** | | | | | |
| **Revenue** | 332,800 | 399,360 | 461,261 | 532,756 | 532,756 |
| **Less: operating cost** | | | | | |
| **Staff costs** | (192,600) | (211,860) | (233,046) | (256,350) | (256,350) |
| **Sales commission** | (6,656) | (7,987) | (9,225) | (10,655) | (10,655) |
| **Rental** | (96,135) | (105,749) | (116,323) | (127,956) | (140,751) |
| **Electricity** | (24,000) | (24,000) | (24,000) | (24,000) | (24,000) |
| **Advertisement** | (13,312) | (15,974) | (18,450) | (21,310) | (21,310) |
| **Consumables and printing** | (5,000) | (5,500) | (6,000) | (6,500) | (6,500) |
| **Office supplies** | (5,000) | (5,000) | (5,000) | (5,000) | (5,000) |
| **Profit before tax** | (9,903) | 23,290 | 49,216 | 80,985 | 68,189 |
| **Income tax** | - | - | - | (20,246) | (17,047) |
| **Profit after tax** | (9,903) | 23,290 | 49,216 | 60,739 | 51,142 |
| **Investing cashflow** | | | | | |
| Investment | 350,000 | 250,000 | 250,000 | 150,000 | |
| Fixed assets purchase | (150,000) | (100,000) | (100,000) | | |
| | 200,000 | 150,000 | 150,000 | 150,000 | - |
| **Net cash flow** | 190,097 | 173,290 | 199,216 | 210,739 | 51,142 |
| Accumulated cash flow | 190,097 | 363,387 | 562,603 | 773,342 | 824,484 |

**ChangeU Myanmar International College Co. Ltd**
**List of Personnel, Wages and Salaries Statement (Foreign)**
**Expressed in MMK'000**

| Sr No | Description | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | | Year 5-50 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. of | Foreign Personnel | | No. of | Foreign Personnel | | No. of | Foreign Personnel | | No. of | Foreign Personnel | | No. of | Foreign Personnel | |
| | | staff | Monthly wages | Salary | staff | Monthly wages | Salary | staff | Monthly wages | Salary | staff | Monthly | Salary | staff | Monthly | Salary |
| 1 | CEO | 1 | 694 | 8,333 | 1 | 764 | 9,167 | 1 | 840 | 10,083 | 1 | 924 | 11,092 | 1 | 1,017 | 12,201 |
| 2 | Teachers | 2 | 694 | 16,667 | 2 | 764 | 18,333 | 2 | 840 | 20,167 | 2 | 924 | 22,183 | 2 | 1,017 | 24,402 |
| | | | | | | | - | | | | | | | | | |
| | | 3 | | 25,000 | 3 | | 27,500 | 3 | | 30,250 | 3 | | 33,275 | 3 | | 36,602 |

**ChangeU Myanmar International College Co. Ltd**
**List of Personnel, Wages and Salaries Statement (Local)**
**Expressed in MMK'000**

| Sr No | Description | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | | Year 5-50 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. of | Local Personnel | | No. of | Local Personnel | | No. of | Local Personnel | | No. of | Local Personnel | | No. of | Local Personnel | |
| | | staff | Monthly wages | Salary | staff | Monthly wages | Salary | staff | Monthly wages | Salary | staff | Monthly wages | Salary | staff | Monthly wages | Salary |
| 1 | Marketing director | 1 | 1,000 | 12,000 | 1 | 1,100 | 13,200 | 1 | 1,210 | 14,520 | 1 | 1,331 | 15,972 | 1 | 1,464 | 17,569 |
| 2 | Human resources director | 1 | 1,000 | 12,000 | 1 | 1,100 | 13,200 | 1 | 1,210 | 14,520 | 1 | 1,331 | 15,972 | 1 | 1,464 | 17,569 |
| 3 | Academic leader | 2 | 700 | 16,800 | 2 | 770 | 18,480 | 2 | 847 | 20,328 | 2 | 932 | 22,361 | 2 | 1,025 | 24,597 |
| 4 | Teachers | 20 | 263 | 63,000 | 20 | 289 | 69,300 | 20 | 318 | 76,230 | 20 | 349 | 83,853 | 20 | 384 | 92,238 |
| 5 | Accountant | 1 | 400 | 4,800 | 1 | 440 | 5,280 | 1 | 484 | 5,808 | 1 | 532 | 6,389 | 1 | 586 | 7,028 |
| 6 | Cashier | 1 | 350 | 4,200 | 1 | 385 | 4,620 | 1 | 424 | 5,082 | 1 | 466 | 5,590 | 1 | 512 | 6,149 |
| 7 | Adm. Translator | 1 | 350 | 4,200 | 1 | 385 | 4,620 | 1 | 424 | 5,082 | 1 | 466 | 5,590 | 1 | 512 | 6,149 |
| 8 | Receptionist | 1 | 350 | 4,200 | 1 | 385 | 4,620 | 1 | 424 | 5,082 | 1 | 466 | 5,590 | 1 | 512 | 6,149 |
| 9 | Office Staffs | 18 | 170 | 36,800 | 18 | 187 | 40,480 | 18 | 206 | 44,528 | 18 | 227 | 48,981 | 18 | 249 | 53,879 |
| 10 | Cleaning and Maintenance | 1 | 200 | 2,400 | 1 | 220 | 2,640 | 1 | 242 | 2,904 | 1 | 266 | 3,194 | 1 | 293 | 3,514 |
| 11 | Security | 1 | 200 | 2,400 | 1 | 220 | 2,640 | 1 | 242 | 2,904 | 1 | 266 | 3,194 | 1 | 293 | 3,514 |
| 12 | Driver | 1 | 400 | 4,800 | 1 | 440 | 5,280 | 1 | 484 | 5,808 | 1 | 532 | 6,389 | 1 | 586 | 7,028 |
| | | | | | | | - | | | | | | | | | |
| | | 49 | | 167,600 | 49 | | 184,360 | 49 | | 202,796 | 49 | | 223,075 | 49 | | 245,383 |